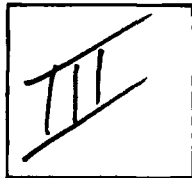PHOTOGRAPH THIS SHEET
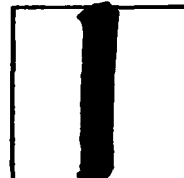
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INVENTORY

Army Command & General Stff College,
Fort Leavenworth, KS

"The Concept of Leadership Programmed"

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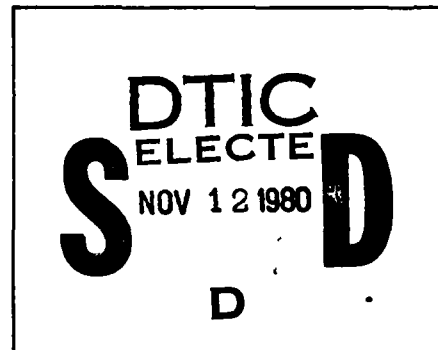Date: 6 June 1973

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THE CONCEPT OF LEADERSHIP PROGRAMMED

A thesis presented to the Faculty of the U. S. Army
Command and General Staff College in partial
fulfillment of the requirements of the
degree

MASTER OF MILITARY ART AND SCIENCE

by

Sherman
S. H. WILLIFORD, MAJ, USA
B. S., University of Alabama, 1972

Fort Leavenworth, Kansas
1973

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THESIS APPROVAL PAGE

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The opinions and conclusions expressed herein are those of the individual student and do not necessarily represent the view of either the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

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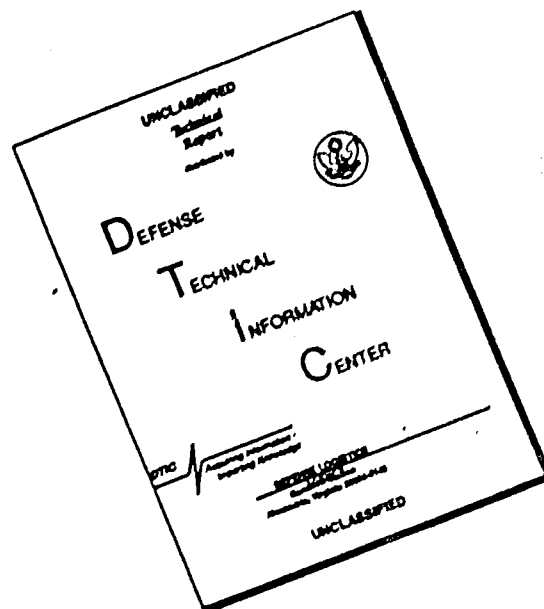
ABSTRACT

The purpose of this thesis is to determine if there is
duplication of certain leadership instruction presented to Infantry
Officer Basic Course students and if programmed instruction can be
used to overcome the defect. Programmed instruction could be used as
a brushup or review for those students entering the Infantry Officer
Basic Course in lieu of some formal platform instruction. Thus saving
instructional time and reducing or eliminating the duplication of
instruction defect.

Following this line of reasoning, the first task was to
define the concept of leadership as taught by the leadership and
Command Committee, U. S. Army Infantry School and Reserve Officer
Training Corps units. Investigation revealed that both institution's
definition of the concept of leadership was the same.

The next task was to analyze the concept of leadership instruc-
tion presented to Reserve Office Training Corps cadets and to Infantry
Officer Basic Course students at the U. S. Army Infantry School to
determine if an overlap existed.

The final task was to determine if a self-instructional program-
med lesson could be written that would teach or review the basic concept
of leadership to Infantry Officer Basic Course students most of whom
are Reserve Officer Training Corps graduates and write the self-instruc-
tional programmed unit.

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Investigation proved that there is an extensive overlap in the concept of leadership instruction in the Reserve Officer Training Corps Course and Infantry Officer Basic Course.

Because other subjects closely related to leadership—management, logic, human behavior—had been successfully programmed, it was determined that the concept of leadership could be taught through the use of programmed instruction media.

The concept of leadership was programmed in a constructed-response, linear format containing 129 frames. This self-instructional programmed unit was reviewed by, and an examination administered to, one faculty member and five students at the Command and General Staff College to solicit their opinion as to the worthiness of the instrument.

From the investigation, it was concluded that the self-instructional programmed unit could correct the duplication of instruction defect and that the unit warrants further testing.

ACKNOWLEDGEMENTS

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CHAPTER I

THE PROBLEM

Military history reflects an evolutionary progress in the methods of leadership—progress which has been closely associated without increased research and understanding of human behavior. Scientific and technological advances of recent years, combined with those that can be foreseen, are causing changes in our educational and leadership concepts which many people describe as more revolutionary than evolutionary.

Current warfare doctrine deals with powerful forces of destruction such as nuclear weapons of several types, missiles, and other highly sophisticated weapon delivery systems. In a war of the future it is conceivable that the roles of the individual and of the small unit leader will increase tremendously in importance as greatly improved means of accomplishing their missions are placed at their disposal.

Such problems make it extremely important that today's small unit leader be able to exercise leadership skills of the highest caliber. He must better prepare himself to handle both current problems and those that may be ahead. His initial leadership preparation, which must establish a good foundation, makes it vitally important that he receive leadership instruction of the highest caliber in the most efficient manner.

This chapter outlines certain problem areas regarding the efficiency of leadership instruction being presented to junior infantry

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officers and the investigation that will be conducted to verify the existing problems. This chapter also establishes the purpose of the thesis and its usefulness to military science.

BACKGROUND AND PURPOSE

There is not a more exacting, challenging, or tougher job in the United States Army than commanding a rifle platoon in combat. Combat is a unique environment for any man especially to a young man just removed from his teens. In the combat setting the young rifle platoon leader will be exposed for the first time to many strenuous situations and decision-making predicaments.

This young man is not only charged with the responsibility of accomplishing a military mission, he also has in his direct charge, the safety and welfare of forty-plus soldiers. These soldiers are the platoon leader's primary resource in accomplishing his mission. They come to him in good health. They should have a reasonable chance to leave him the same way.

No matter how good or how poor the rifle platoon leader may be, when the first enemy bullet cracks overhead every eye in the platoon is focused on him wanting and expecting confident instructions and leadership.

When the unit accomplishes its combat mission in an orderly and efficient manner, and maintains a high level of morale, discipline, and esprit-de-corps, then, and only then, does the rifle platoon leader know that he has reached his goal. That goal is a combat effective unit which is what military leadership is all about.

The United States Army is intimately concerned with the development of military leaders. Leadership development is a continuous educational program ranging from informal unit instruction, through the more formal basic course, and Officer Candidate School, and finally, to the seminar approach used at the senior service schools.

Within the Army, the United States Army Infantry School is the principal proponent agency for leadership instruction. Within the U.S. Army Infantry School the Command and Leadership Committee is charged with the responsibility of conducting leadership instruction. Included in the Command and Leadership Committee's mission is the requirement for revising, updating, and pioneering leadership instruction. It also presents formal leadership instruction to such resident classes as the Infantry Officer Advanced Course, Infantry Officer Basic Course, Infantry Officer Candidate Course, and Noncommissioned Officer Candidate Course. (1)

As with any large organization and a complex mission operating within a dynamic situation, efficiency of operations in most cases means the difference between success and failure. The United States Army Infantry School is no exception. Today's new leadership problems further aggravate the situation. Drug abuse, race relations, and the need for a better understanding of human behavior tax the capabilities of all leaders and warrant immediate coverage in leadership instruction. Unfortunately, instructional time is a precious commodity at all educational institutions and usually there is not enough time available to properly address all of these pressing topics.

The key to solving the lack of time problem appears to be efficient use of time. Leadership instruction must be examined and new

teaching methods applied to insure that each precious minute of leadership instruction is used to obtain maximum results.

The specific purpose of this thesis is to determine if there is unwarranted duplication of leadership instruction presented to Infantry Officer Basic Course students and the likelihood of programmed instruction promising to partially overcome the defect.

HYPOTHESIS TO BE TESTED AND QUESTIONS TO BE ANSWERED

Development of this thesis rests on the testing of two hypotheses which are as follows:

1. The concept of leadership instruction presented to Infantry Officer Basic Course students at the United States Army Infantry School is an overlap of prior courses but not enough to delete that instruction.

2. A self-instructional programmed unit can be written that will teach or review the basic concept of leadership to Infantry Officer Basic Course students in less time than it is presently being taught by the United States Army Infantry School.

The two hypotheses to be tested are interrelated as far as the complete thesis is concerned in that the first hypothesis will have a supporting effect on the second hypothesis. However, if the first hypothesis is found to be false, the finding in no way negates the validity of the second hypothesis.

To complete the thesis several questions must be answered.

1. If some of the leadership instruction presented to Infantry Officer Basic Course students is a repetition of prior courses, what is

the extent of coverage that each institution devotes to the concept
of leadership?

2. Can the concept of leadership be taught through the use of
programmed instructional media?

3. Which type of instructional frame format is the best for
teaching the concept of leadership through the use of a self-instruc-
tional programmed unit?

Answers to these questions not only provide the foundation upon
which to construct a thesis, they may also be the solution or at least
a clue to overcoming inadequacies in current or future leadership in-
struction.

GENERAL SCOPE OF THE RESEARCH

The investigation of this thesis involved a research of general
background material in leadership instruction content and methods of
programming. Initially, most of the search for leadership material was
conducted at the U. S. Command and General Staff College Library and
some material was provided by faculty members in the Department of
Command. These materials provided ideas and direction to other re-
sources such as the Command and Leadership Committee at the United States
Army Infantry School and other faculty members at the Command and
General Staff College with expertise in writing programmed instructional
texts.

During the early phase of research, the writer soon discovered
that a large part of his investigation would be directed toward learning
how to develop and write a self-instructional programmed unit. Being
uninformed with regard to experience in this area, the writer studied

some of the works of Dr. B. F. Skinner, Professor at Harvard University,
in the field of reinforcement techniques and sought all available
material about programmed instruction. Even though sufficient books
were available on this subject it was not possible to become a good
writer of programmed instructional lessons within the short time frame
the author was working. Programming instructional lessons require pro-
fessional personnel to expend many manhours in carefully analyzing
subject matter, determining student performance, preparing the program,
field testing, and revising. This costly and time consuming effort is
necessary to insure that the materials will perform the required task
of teaching. Therefore, the programmed unit in this thesis is offered
as an interim solution that should be tested and revised as necessary.

To determine the knowledge background of the student, the author
studied the program of instruction at the United States Army Infantry
School and that of the Reserve Officer Training Corps program. It is
necessary at this time to point out that the students attending the
Infantry Officer Basic Course are comprised only of Reserve Officer
Training Corps graduates and United States Military Academy graduates.
Officer Candidate School graduates receive a specific 23-week course
and they do not attend the Infantry Officer Basic Course.

After examining the leadership program of instruction at the
United States Military Academy, it was determined that cadets have been
exposed to much of the concept of leadership. Leadership instruction at
the Academy goes into much greater depth than that taught at the
Infantry School. Further investigation revealed that graduates of the
United States Military Academy make up less than five percent of the
annual Infantry Officer Basic Course attendees. Because they make up

such a small percentage of the whole student block, the writer believes

that it will be unnecessary to conduct a detailed research of the

United States Military Academy program of instruction and eliminating it

from the study will not detract from the accuracy of the report.

Validity of the programmed unit and achievement test will

initially rely on the judgment of specific faculty members and fellow

students until it can be tested by the U. S. Army Infantry School or

other interested institutions.

PREVIOUS RESEARCH

To determine if in fact the concept of leadership has ever been

programmed, the writer surveyed the USCONARC list of programmed lessons

and found that the concept of leadership has not been programmed. Next

the operations officer of the Command and Leadership Committee at the

Infantry School was contacted to determine if the Command and Leadership

Committee had programmed or was attempting to program the concept of

leadership. Captain Boyd Harris, the operations officer, confirmed

that they had not and were not planning to program the concept of

leadership. (2)

Further research was conducted at the Command and General Staff

College Library to determine if the concept of leadership had been

programmed by other military services, government agencies, or civilian

institutions. Investigation showed that other military services do not

teach the concept of leadership as described in this thesis.

A search through catalogs of programmed instructional courses

that are available in the Command and General Staff College Library

failed to turn up a programmed instructional course on concepts of
leadership.

ORGANIZATION OF THE THESIS

After determining the areas that must be investigated the next
step was to organize the research and findings into a presentation format
that would flow logically from the problem to the conclusion. The
following organization serves this purpose.

Chapter II describes the concept of leadership and basically
how it is presented at the United States Army Infantry School.

Chapter III concerns itself with a review and analysis of
existing leadership programs of the United States Army Infantry School
and the Reserve Officer Training Corps program to determine the scope
of instruction and whether or not there is an overlap of leadership
instruction.

Chapter IV defines programmed instruction in general, programmed
instruction in the Army, and describes various formats.

Chapter V discusses the determination of goals, performance
objectives, development of the achievement test, and preparation of the
lesson outline.

Chapter VI is the programmed unit and evaluation.

Chapter VII summarizes each chapter and deals with findings and
recommendations that may have a possible impact on teaching the concept
of leadership to Infantry Officer Basic Course students

FOOTNOTE SYSTEM

In this thesis reference footnotes for each chapter are located on the last page of each chapter. All footnotes are numbered consecutively within each chapter. A footnote is indicated by an index number at the point of reference which refers the reader to the corresponding numbered footnote at the end of the chapter.

FOOTNOTES

1. U. S. Continental Army Command, Education and Training, CONARC Schools Curriculum, Administration and Training Policies, CON Reg. 351-3 (Fort Monroe, Virginia: July 1972), pp. 38-40.

2. Interview with Captain Boyd M. Harris, Operations Officer, United States Army Infantry School, Fort Benning, Georgia, 8 February 1973.

CHAPTER II

THE CONCEPT OF LEADERSHIP

A basic understanding of the concept of leadership was
necessary because so much of the research problem dealt with the
intricate components of this concept. This understanding of the con-
cept of leadership was required during research of the Reserve Officer
Training Corps and the United States Army Infantry School leadership
programs of instruction so that a valid comparison could be made to
determine if both institutions were teaching the same concept. In
addition, the concept of leadership must be fully understood in order
to develop this concept into a programmed unit.

This chapter describes the general theme of the concept of
leadership as it is presently taught to Infantry Officer Basic Course
(IOBC) students at the United States Army Infantry School.

DESCRIPTION OF THE CONCEPT OF LEADERSHIP

The concept of leadership as recognized and taught by the
Leadership Committee at the United States Army Infantry School is a
framework of definitions, techniques, and indicators that lead to a
combat effective unit.

> The concept of military leadership envisions a leader who is
> aware of his responsibilities, capitalizes on his strong traits,
> corrects his weaknesses, and is guided by the principles of
> leadership. During his exercise of command, he employs certain
> leadership techniques in the form of selected actions and orders

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to influence and direct his subordinates. Without undue harrass-
ment, he supervises his unit by checking on its progress in ac-
complishment of action and orders. He evaluates his unit for
indications of leadership, so that he may mold its members into a
combat effective unit. (1)

The scope of this concept can be broken down into a step-by-
step logical flow of major elements. Here it is illustrated graphi-
cally using a simple flowchart.

FIGURE I

THE CONCEPT OF LEADERSHIP
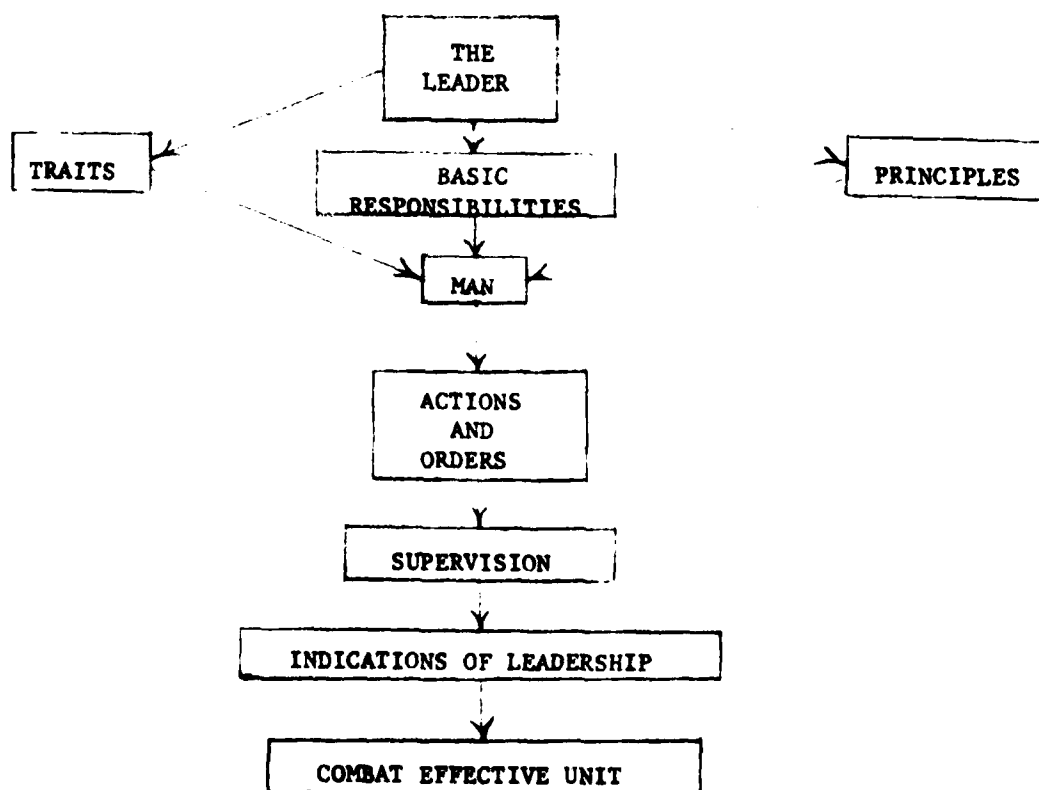
The Leader (2) - The concept begins by describing the leader
who is placed in a leadership position with certain authority by law.
The placement, of course, is only a technicality in the overall set-
ting. The main idea is to function as a successful leader while in
this position.

History shows that for centuries man inherited his position
of leadership or won it by virtue of physical strength or impressive
physical feats. Within this time frame most people believed that
leaders were born not made. Slowly a theory developed that leaders
could be made; therefore, leadership could be learned and that specific
qualities or characteristics were normally associated with leadership.

Going along with this theory that leaders can be made and
leadership can be learned, a definition of leadership was developed.
This definition that describes military leadership and success is
defined in FM 22-100, Military Leadership, as, "the art of influencing
and directing men in such a way as to obtain their willing obedience,
confidence, respect, and loyal cooperation to accomplish the mission."

Basic Responsibilities (3) - The leader has numerous respon-
sibilities but out of all the responsibilities only two are basic
responsibilities of a leader. These are the accomplishment of the
mission and looking out for the welfare of his men.

In most day-to-day situations these responsibilities are of
equal importance. However, if a conflict should exist between the two
basic responsibilities, the accomplishment of the mission must take
precedence. The reason the mission must take precedence when a conflict
arises is because each unit's mission is a part of the next higher

units' mission and so forth. If a unit fails in accomplsihing its mission, it will have an adverse effect on the higher units' mission.

Even when a conflict arises and the mission takes precedence a leader can still look out for the welfare of his men by the actions he takes to insure that the mission is accomplished. For example, if a leader has the mission to defend, he can insist on well-dug in positions with overhead cover even when the men are tired and would rather construct hasty positions that may require much less effort. The leader's insistance will allow a higher probability that his defense will be successful and at the same time reduce the probability that the men will be injured.

Traits - A major element in the leadership environment is the meeting of two or more personalities—the leader's personality and the personalities of those he leads. This requires the leader to develop a personality adequate to cope with all the leadership situations that may arise within his unit.

Before the leader can develop his personality, he must understand what a personality is. In the framework of the concept of leadership, it is defined as the sum total of one's personal characteristics or traits. They are personal characteristics which, if demonstrated in daily activities, help the leader earn the respect, confidence, willing obedience, and loyal cooperation of his men. Within the concept of leadershp the following 14 traits are described as being the most desirable:

> Bearing
> Courage (Physical and Moral)
> Decisiveness
> Dependability
> Endurance

        Enthusiasm
        Initiative
        Integrity
        Judgment
        Justice
        Knowledge
        Loyalty
        Tact
        Unselfishness (4)

The Command and Leadership Committee at USAIS points out that these 14 desirable traits of a leader were derived from successful leaders; however, they caution the new leader not to select a leader that has the traits developed to a high degree in his personality and then emulate him. To do so may invite disaster because no two personalities are alike. Therefore, each leader must determine to what degree he possesses the desirable traits of a leader. He must evaluate himself and determine his personal qualities or traits which will best assist him in influencing his men. Following the self-evaluation and determination of his strong traits, the leader should make every attempt to capitalize on his strong traits, simultaneously taking steps to improve his weak traits. The importance of the above is that a leader will present a desirable mental image to his subordinates, and this image will be based on the traits he most exhibits. In order to enhance his effectiveness, the leader must use his individual traits to assist in solving leadership problems. (5)

Several possible techniques could be used to evaluate one's personality. However, certain techniques have major drawbacks. The leader can ask a friend or neighbor to evaluate his personality, and he might honestly attempt to do so. But the leader may reject the bad points and accept only the good points. On the other hand the friend or neighbor may know that the leader will reject the bad points and

therefore he will point out only the good ones never mentioning the bad points. Of course this is an incomplete evaluation which could be worse than no evaluation at all. Another evaluation method is to ask a senior officer to evaluate his personality. The major objection to this method is that the senior officer may not have known him as well as his friend and once again the leader could be misled. The Command and Leadership Committee recommends an honest self evaluation as the best way for a leader to determine to what degree he possesses the desirable traits of a leader. The Command and Leadership Committee provides each student with a checklist to assist him with an honest self evaluation. (6) (Appendix A)

Principles of Leadership (7) - After the leader has an understanding of the definition of leadership, his basic responsibilities, and his own personality, he is ready to exercise his leadership ability. However, all leaders require certain rules or guidelines to assist them. These rules or guides are the time-proven principles of leadership. They are the fundamental truths of leadership. These principles of leadership are designed to aid the leader in selecting appropriate actions and orders to properly utilize his command.

1. Be technically and tactically proficient.
2. Know yourself and seek improvement.
3. Know your men and look out for their welfare.
4. Keep your men informed.
5. Set the example.
6. Insure that the task is understood, supervised, and accomplished.
7. Train your men as a team.
8. Make sound and timely decisions.
9. Develop a sense of responsibility in your subordinates.
10. Employ your command in accordance with it capabilities.
11. Seek responsibility and take responsibility for your actions.

The thought behind using the principles of leadership is to be able to select the ones that really apply to the situation in order to insure greater success. In the ideal sense, the leader should not violate a principle of leadership because if he does he increases the probability of failure.

Man (8) - As previously mentioned, leadership resolves itself into a meeting of two or more personalities--that of the leader and the group. To have an understanding of the group, the leader must realize that man and how this man performs is extremely important. In order to effectively influence and direct his men, the leader must have an understanding of the forces that motivate man. It is not necessary for the leader to be a psychologist, but he should be aware that each man has his own personality. Each man may respond differently to his actions and orders. Each man may be affected by different forces or needs that are involved in his behavior pattern.

Certain conditions regarding man's behavior must be met in order for him to be satisfied and socially acceptable. These conditions are defined as basic human needs and satisfaction of these needs is necessary in order to motivate man. Therefore, the leader must understand the importance of these needs and have the knowledge of the basic human needs of man in order to motivate his men. These needs are divided into two categories: physical needs: food, water, rest, shelter, and normal body functions; and learned needs: security, social approval, and recognition.

Physical needs are satisfied for the most part in an automatic manner. The Army provides for food, shelter, water, and an opportunity

for rest. However, the leader must insure that these needs are satisfied during periods of more austere conditions such as field training and in a combat environment.

Learned needs on the other hand are more complex and therefore more difficult to satisfy. They are those needs which man has obtained by observing others in his culture and determining that their needs are his needs also.

The security need can be satisfied if the individual is kept informed, if he knows what is required of him, if he has confidence in his leader, and if he knows that others around him know their jobs.

The recognition needs can be satisfied in several ways. The most important is that the leader recognize the man for what he is and what he can do. He can be recognized through certain means such as promotions, awards, passes, or most of all a simple pat on the back with a good word for a job well done.

Social approval cannot be given by the leader to the man because it is something that is normally given by the man's associates. However, the leader can assist in the satisfaction of this need by insuring that new men are properly received and integrated into the unit.

Satisfaction of man's basic human needs plays an important role in developing a better adjusted and motivated man. When the men understand that the leader is truly interested in their welfare, this understanding will go a long way toward strengthening the bond of mutual confidence and respect.

Actions and Orders (9) - Armed with an understanding of leadership, basic responsibilities, principles of leadership, and what motivates man, the leader is now prepared to take action and issue orders. Here

the leader must use a sound analytical approach in solving problems. The leadership problem solving process is just such an approach. This is a seven step systematic method of solving problems.

1. Recognize the problem.
2. Make an estimate of the situation.
3. Determine the cause.
4. Determine possible solutions.
5. Evaluate possible solutions.
6. Select the best solution.
7. Take action.

When the leader has identified the problem and prepares to take action, he should consider how the order should be issued. This will require an analysis of several factors such as time, the knowledge of subordinates concerning the task, and the present situation. In the final outcome the leader should issue instructions in enough detail to insure that the task is understood and all know what is required of them.

Supervision (10) - After deciding what solution to take action on and issuing the necessary instructions, the leader must supervise to see that the solution is implemented as he intended. This is an important task that the leader must accomplish without causing undue harrassment. Proper supervision is a must if a task is to be carried out in the most efficient manner. The best or proper method of supervision is to give a man a task to do in a clear and concise form, check to see how the task is progressing, and then check on it at the end to insure the final product is exactly what the leader desired. Checking during the task serves two purposes: first, it gives the leader the opportunity to see if his instructions were properly understood; and second, it allows the subordinate to ask any questions. The complexity of the task and the experience of the individual performing the task should determine the frequency of checking. But a word of caution--be careful not to

over-supervise. This has been the downfall of many a new leader who tries to run the whole show by himself. He may mean well, but over-supervision will stifle a subordinate's initiative and violates a basic principle of leadership.

Indications of Leadership (11) - The leader needs something to measure the success of his efforts. There are four features of all commands that are indications of how well the unit is doing. These in-dications of leadership are: morale, discipline, esprit-de-corps, and proficiency. Use of the indications of leadership allows the leader to determine the success of his leadership ability and the probable combat effectiveness of his unit by making a continuous evaluation of his unit in light of the indications of leadership or by determining to what degree the indications are present in his unit. These indications are all interrelated and interdependent upon one another. Therefore when they are being developed by the leader they should be developed together. The indications can mutually assist or adversely effect one another. For example, low morale can affect discipline; poor esprit-de-corps can affect proficiency. Once the leader has determined to what degree the indications of leadership have been developed in his unit, he must con-tinue to evaluate his unit in light of morale, discipline, proficiency, and esprit-de-corps. A continuous evaluation will indicate to the leader his effectiveness as a leader, if and where leadership problems exist, and the probable combat effectiveness of his unit.

The word probable is used because there is not way of telling exactly what a unit will do until it is actually in combat, under fire.

<u>Combat Effective Unit</u> (12) - Everything the leader says, every technique he employs, every action he takes, is aimed at just one goal-- the development of a combat effective unit. Therefore, the leader must develop, train, and maintain a unit that is capable of accomplishing its mission with the minimum loss of time, men, and equipment.

SUMMARY

The concept of leadership as taught by the United States Army Infantry School and described above contains basic tools and guides to aid the leader in exercising his leadership ability.

FOOTNOTES

1. FM 22-100, <u>Military Leadership</u> (Washington, D. C.: Department of the Army, November 1965), p. 5.

2. Ibid., p. 4.

3. Ibid., pp. 5-6.

4. Ibid., pp. 13-19.

5. Personal experiences of the writer while assigned as an instructor with the Leadership Committee, United States Infantry School, Fort Benning, Georgia, during 1967-1969.

6. FF 22-100, op. cit., p. 13.

7. Ibid., pp. 20-25.

8. Personal experiences of the writer while assigned as an instructor with the Leadership Committee, United States Army Infantry School, Fort Benning, Georgia, during 1967-1969.

9. FM 22-100, op. cit., pp. 29-30.

10. Ibid., pp. 6-7.

11. Ibid., pp. 26-28.

12. Ibid., pp. 2-3.

CHAPTER III

ANALYSIS OF LEADERSHIP INSTRUCTION

This chapter discusses the formal leadership instruction presented at Reserve Officer Training Corps (ROTC) units and the Infantry Officer Basic Course (IOBC). Programs of instruction are analyzed and compared in regard to leadership instruction with special emphasis on the concept of leadership.

RESERVE OFFICER TRAINING CORPS LEADERSHIP INSTRUCTION

When designing new or different courses of instruction, the designer must conduct extensive research to determine the background of the potential student. In this case, it was determined that it was necessary to study previous leadership instruction received by the Reserve Officer Training Corps graduate and compare that instruction with the leadership instruction he will receive at the Infantry Officer Basic Course.

The ROTC is the medium through which the armed services present military training on American campuses. Available at more than 290 universities, the Army's program is called Senior Division Army ROTC. The curriculum is termed Military Science (MS) and is presented in two phases. The purpose of Army ROTC is to insure a continuing flow of qualified personnel into the officer corps of the Army. (1)

To provide personnel qualified as leaders, the Army Training Program (ATP) for ROTC requires leadership instruction of three general

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categories. First, classroom instruction in leadership principles; second, a leadership laboratory where cadets may minimally experience the relationship of leader to led; and third, a summer camp where numerous leadership situations are experienced.

The classroom leadership instruction is presented in both the Basic Course and the Advanced Course. Army Training Program (ATP) 145-10 spells out the number of hours and the scope of leadership instruction to be presented in both phases. Six hours of leadership instruction entitled "Psychology of Leadership" is prescribed for the Basic Course. The ATP states that the instruction is to be an introductory course in leadership to include principles of leadership, leadership traits and techniques, response to leadership, human behavior, and adjustment to regimentation. During the Advanced Course phase, ten hours of leadership instruction called the "Principles of Leadership" are presented. This instruction is devoted to responsibilities and basic qualities of a leader, objectives of leadership, leadership principles and techniques, functions of leaders, and special problems of military leadership.

The leadership laboratory is devoted mainly to drill and ceremonies and the development of a command voice. Leadership abilities are improved by placing the cadet in a command or leadership position and providing an opportunity to drill other cadets. These leadership positions are rotated regularly allowing each cadet an opportunity to exercise some degree of leadership. (2)

Army Training Program 145-6 sets forth the training to be conducted during ROTC summer camp. "Preparation for Leadership" is the theme and primary purpose of the camp program. Emphasis is placed on cadet leadership development in all facets of instruction. (3)

The United States Continental Army Command (CONARC) is charged
by the Department of Army with the responsibility of ROTC training. In
this regard CONARC sets forth in regulations and pamphlets course out-
lines and standards to be followed. Most of the detailed items are
allocated to certain proponent agencies. Proponency for leadership in-
struction has been assigned to the United States Army Infantry School
(USAIS). In this capacity USAIS has specific responsibilities to the
ROTC units. As an example, CONARC has directed USAIS to send annually
a letter to each Professor of Military Science inclosing a list of books,
periodicals, and educational aids. Other assistance in written materials
includes detailed lesson plans, leadership situations and case studies,
and examinations. These materials are available to all ROTC units and
are provided without cost. (4)

Field Manual 22-100, "Military Leadership," has been the re-
commended manual to be used by ROTC instructors and cadets alike.

More recently, the Department of the Army has published a
series of hardback manuals specifically for ROTC units. One of these
manuals deals specifically with leadership. Reserve Officer Training
Corps Manual 145-4-3, "Applied Leadership Development," published
Feburary 1972, is the new leadership "bible" for ROTC cadets. Subjects
covered in this manual are: Leadership Traits, Leadership Principles,
Indications of Military Leadership, Elements of Leadership, and the
complete Concept of Leadership. This ROTC manual defines the concept of
Leadership as follows:

The concept of military leadership envisions a leader who is aware of his responsibilities, capitalizes on his strong traits, corrects his weaknesses, and is guided by the principles of leadership. During his exercise of command, he employs certain leadership techniques in the form of selected actions and orders to influence and direct his subordinates. Without undue harrassment, he supervises his unit by checking on its progress in accomplishment of actions and orders. He evaluates his unit for indications of leadership, so that he may mold its members into combat effective units. (5)

Leadership instruction is well structured in CONARC regulations and Army Training Programs and well supported with instructional materials by the USAIS.

The ROTC leadership program of instruction is as follows:

Psychology of Leadership	6 hours
Principles of Leadership	10 hours
Leadership, Drill, and Exercise of Command	36 hours (each year)

The 16 hours of leadership instruction conducted in the classroom completely covers the concept of leadership. (6)

After interviewing several officers who have served as ROTC instructors and assistant Professors of Military Science at different institutions, a disparity in the quality of facilities and instructor qualifications is quite apparent. As an example at the University of Alabama, out of eight instructors in the grade of major or captain only one had received formal instruction in teaching methods or instructors training. Instructing or teaching was new to most but one had three years of teaching experience. Beside the difference in instructors, the facilities at the different institutions varied between old and new, more than adequate, and just adequate. Some officers felt that emphasis on certain areas varied with the attitude of the Professor of Military Science at that particular school. (7)

UNITED STATES ARMY INFANTRY SCHOOL LEADERSHIP INSTRUCTION

The next step in the analysis of leadership instruction is to discuss what leadership instruction the ROTC graduate receives from the Infantry Officer Basic Course.

As stated earlier the United States Army Infantry School is the proponent agency for leadership instruction in the United States Army. Leadership instruction responsibilities range from developing new courses and doctrine to formal classroom instruction presentations to enlisted men and officers. The Infantry School provides assistance to other service schools, training centers, and ROTC units in all aspects of leadership instruction. Of its many missions only one is of primary concern to this thesis—the operation of a Branch School. Army Regulation 351-1 defines a Branch School as follows:

> An Army school which conducts career and non-career courses designed to provide professional and technical skills required by individuals for duty in one of the branches of the Army. (8)

The mission of the United States Army Infantry Branch School is to prepare commissioned officers and enlisted personnel assigned to the Infantry Branch of the Army to perform those principal functions associated with the Infantry Branch with emphasis on the art of leadership. The mission further includes the responsibility to develop and improve the standards of performance for instruction and training in all administrative, technical, managerial, staff, or command functions of the Infantry Branch. In accomplishing this mission, the USAIS devotes much of its time to research and development, formulation of doctrine, formulation of tactics, and with much expert assistance from the U. S. Army Infantry Human Resources Research Unit, formulation of new leadership techniques.

The Infantry Officer Basic Course is designed to prepare newly commissioned officers for their first duty assignment to instill in them a feeling of dignity and confidence and a sense of duty and obligation for service. Emphasis is on leadership and on fundamentals, weapons, equipment, and techniques required at company level. In addition, company operations are presented in order to better prepare graudates for assignment as company officers and commanders. (9)

The Infantry Officer Basic Course is nine weeks in length and all training is conducted at Fort Benning, Georgia. Students are newly commissioned officers and they begin the course as soon as possible after entry on active duty.

Infantry Officer Basic Course students receive their leadership instruction in accordance with USAIS Program of Instruction 2-7-C20 dated May 1972. "Military Leadership" is the course title and includes the following subjects:

Concept of Leadership	4 hours
Code of Conduct	1 hour
Leadership Problems of Command	3 hours
Leaders Reaction Course	4 hours
Leadership Aspects of Contemporary Issues (Race Relations)	4 hours
Leadership Aspects of Contemporary Issues (Drug Abuse)	4 hours
Prevention of AWOL	2 hours
Counseling for Subordinates	2 hours
Senior-Subordinate Relationship	1 hour

Of the 25 hour block of leadership instruction, the Concept of
Leadership is of major importance in that it sets the stage and provides
the necessary transition for all subsequent leadership instruction.
Program of Instruction 2-7-C20 describes the scope of the Concept of
Modern Army Leadership as follows:

> Presentation covering the differences between command and
> leadership and the need for development of leadership ability. The
> concept of military leadership with a discussion of the definition,
> elements, and types of leadership; responsibilities of the leader
> and the commander; leadership traits and principles; actions and
> orders; supervision, rewards, and punishment; and the goal of the
> leader. The development and evaluation of combat effectiveness
> employing the indications of leadership morale, esprit de corps,
> discipline, and proficiency. The use of the problem solving process
> and a discussion of professionalism, to include the integral parts
> of professionalism, integrity, loyalty, morale, courage, and
> communications. (10)

Beside the initial four hour class on the Concept of Leadership,
a review of the concept of leadership is covered in Leadership Problems
of Command, a class conducted in the latter phase of the course. (11)

COMPARISON OF INSTRUCTION

In order to test the hypothesis that some of the leadership
instruction presented to Infantry Officer Basic Course Students at the
United States Army Infantry School is a repetition of prior courses, it
is necessary to compare the two courses of instruction.

When analyzing and comparing the leadership instruction pre-
sented by ROTC units and that presented by the USAIS, certain qualifying
points must be considered and understood. First of all, the leadership
instruction presented by the USAIS is presented under ideal classroom
and educational conditions. All USAIS instructors have received formal
instruction in teaching methods and are formally rehearsed numerous times

by a committee of experts before they are allowed on the platform.

Classrooms are designed to provide an excellent learning environment

making use of good lighting, comfortable seating arrangement, good

acoustics, and controlled classroom temperature. Training aids of all

kinds are available and used by the instructors. When considering all of

these assets, it is quite obvious that the instruction at the USAIS has

high quality, uniformity, and is presented under the best of conditions.

Attempting to describe the ROTC instructional situation is more difficult.

First of all, uniformity of instruction between ROTC units is difficult

to measure because of the great number of units and the decentralization

of instructional responsibility. Although each ROTC unit operates under

central regulation, each Professor of Military Science may place emphasis

in certain areas. The numerous ROTC instructors are of varying back-

grounds and have varying degrees of instructional experience. Few are

required to attend a formal instructor's training course. Classroom

quality ranges from poor to good, depending on the college or university,

tenure of the ROTC program at the institution, and funds available. Some

attempt is made to standardize the instruction by making a central

agency, the USAIS, the proponent agent and by inspections by CONARC and

by coordination liaison visits by USAIS.

Even though disparity exists in the quality of the instructional

environment between ROTC units and the USAIS, the subject material or

course content concerning the concept of leadership is the same for both

institutions. In fact, there appears to be an extensive overlap in the

two courses of instruction. This is apparent in the scope of leadership

instruction as set forth for the ROTC program by CONARC and the program

of instruction of the Infantry Officer Basic Course at USAIS. To further

substantiate the overlap or duplication, one can compare the concept of leadership as it is described in the ROTC manual and USAIS instructional material. They are identical since both are prepared by USAIS.

FINDINGS

In light of the above analysis, it is safe to state that all Infantry Officer Basic Course students have received the concept of leadership in varying degrees of quality in previous instruction. When they attend IOBC the concept of leadership instruction is a repeat and serves no more than a brushup for most students. The USAIS is the principal proponent agency for leadership instruction in the U. S. Army and is as such writes leadership doctrine and instructional material for both the Command and Leadership Committee and ROTC units.

FOOTNOTES

1. Interview with Captain W. R. Babbis, Action Officer, ROTC Directoriate, United States Continental Army Command, Fort Monroe, Virginia: 10 April 1973.

2. Army Training Program 145-10, Program of Instruction, ROTC (December 1966), pp. 6-10.

3. Army Training Program 145-6, Army Training Program for ROTC Advanced Camp (December 1970), p. 2.

4. U.S. Continental Army Command, Military Educational Material Support, Con Reg. 145-11 (Fort Monroe, Virginia: March 1972), pp. 9-10.

5. ROTCM 145-4-3, Reserve Officers Training Corps Manual, Applied Leadership Development (Washington, D. C.: Department of the Army, November 1965), p. 147.

6. Army Training Program 145-10, op. cit., pp. 2-3.

7. Personal interviews with the following officers:

   Major Lowell D. Bittrich, ROTC Instructor, Wentworth Military Academy Junior College.

   Major Walter Naumann, ROTC Instructor, Loyala University.

   Major Edmond S. Solymosy, ROTC Instructor, Texas A&M University.

   Captain Eugene R. New, ROTC Instructor, University of Alabama.

8. U. S. Army Regulation 351-1, Military Education and Training (August 1971), pp. 2-3.

9. POI 2-7-C20, U. S. Army Infantry School, Program of Instruction (USAIS, Fort Benning, Georgia: May 1972).

10. Ibid., p. 4C01.

11. Ibid., p. 4C02.

CHAPTER IV

PROGRAMMED INSTRUCTION

Because an overlap of the concept of leadership exists between
Reserve Officer Training Corps (ROTC) training and Infantry Officer
Basic Course (IOBC) training, a need exists for some method to serve as
a concept of leadership review or brushup for most students entering the
IOBC.

The purpose of this chapter is to examine programmed instruction
to determine its applicability to provide review and makeup of leader-
ship instruction.

This chapter also discusses programmed instruction formats and
analyzes two popular programming formats.

DEFINITION AND BACKGROUND

Programmed instruction is a relatively new technique of in-
struction which has appeared on the field of American education. Through-
out its short life it has been called automated teaching, machine teach-
ing, self-instructor and tester, and auto-instruction. All of these
titles or names refer to a different method of presentation, but the
technique of programmed instruction is the basic foundation. This
technique, developed in the early 1950's, is a mechanized method of
teaching accomplished through the use of various instructional aids
ranging from mechanical devices to flashcards. Although the aids are a

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part of the whole system, the primary value of programmed instruction is its basic characteristics.

1. INDIVIDUAL EFFORT - each student works on a separate lesson at his own pace.

2. STIMULUS - a small unit of information is presented to the student along with an incomplete statement or question about the information.

3. RESPONSE - the student is required to respond to the stimulus by completing the statement or answering the question about the specific unit of information.

4. REINFORCEMENT - the student is informed immediately whether his response is either correct or incorrect. If his response is correct he has been rewarded and learning is reinforced.

5. CYCLE - upon reinforcement, the student is presented with the next unit of information and the cycle of stimulus, response, and reinforcement is repeated. This cycle continues to the completion of the lesson. (1)

Thus, an educational method is created that takes into account differences in the student's knowledge and aptitude and allows him to learn at his own pace much differently than the fixed-pace classroom environment.

J. L. Hughes, an industrial psychologist with over fifteen years experience in personnel and training research, had this to say about programmed instruction:

Recent articles in the popular press have hailed programmed instruction as the most important educational development since the invention of the printing process. Enthusiastic advocates of this promising method of instruction, carried away by their imagination, look forward to the day when whole school systems will instruct students chiefly by means of computer-based teaching machines. They also envision highly complex electronic training systems capable of simulating the most intricate industrial and military operations. Whether programmed instruction techniques are in fact the forerunners of automated education on this scale remains to be seen. There is little doubt, however, that programmed instruction in its present form can make a substantial contribution to the educational process wherever it occurs. Although many theoretical issues are still unresolved, research in school, industry, and the military has demonstrated that programmed instruction can be more effective than traditional teaching and training methods. In almost every case where it has been used, programmed instruction has led to either a reduction in learning time or an increase in the knowledge or skill acquired by students or both. It has also made possible a considerable saving of instructor time. (2)

It appears that programmed instruction is here to stay with many important implications for the future of education. Dr. B. F. Skinner, a well known professor of psychology at Harvard, indicated that one of the most serious criticisms of today's classrooms is the relative infrequency of reinforcement. He points out in his book, Science of Learning and the Art of Teaching, some of the inefficiencies in today's classroom. "Many students are dependent upon one teacher for knowledge of results; consequently, the total number of opportunities for the teacher to reinforce knowledge is quite limited." (3)

Actually, the teaching principles used in programmed instruction are anything but new. They have been used for many years in conventional classroom instruction. Most teachers have tried to give individual treatment to each student. When structuring their lesson outline, most teachers develop and present the subject material in a step-by-step logical manner. Student participation in the classroom, rewarding those students who have done well, and correcting their mistakes are

other traditional teaching principles that are also applied in programmed instruction. The problem of crowded classrooms greatly reduces the effectiveness of the teacher trying to apply the teaching principles. But programmed instruction, with its individuality aspects, insures success concerning the application of teaching principles.

ADVANTAGES AND DISADVANTAGES OF PROGRAMMED INSTRUCTION

There are numerous advantages of using programmed instruction that provide better efficiency of learning; whereas, the disadvantages are of an administrative nature not directly related to the learning process.

L. J. Briggs pointed out the following advantages from his paper read at the 1969 National Research Council symposium at Washington, D. C.

1. An expert program writer can reach a large number of students.

2. Misconceptions held by minimally qualified instructors will not be passed on to students.

3. Errors are immediately corrected and do not lead to further errors in the problem sequence.

4. Each student works at his own rate.

5. Slow students are required to master the material, and fast students can save time.

6. Slow students are not embarrassed by their lower rate of learning.

7. Fast students can do extra assignments to develop further skills.

8. The need for examinations is greatly reduced.

9. The early and continued experiencing of success augments student motivation.

10. Good instructors can use their time to better advantage than performing rote drill. (4)

Disadvantages as mentioned earlier are administrative in nature.

1. Possible administrative problems are created. If an entire course is programmed and the average student requires ten weeks to complete the course, what do we do with the fast student who finishes in four weeks?

2. Automated instruction must be integrated with other training activities.

3. Nonavailability of program; cost in personnel, facilities, and time required tp prepare programs; and a shortage of trained programmers may also be considered as "disadvantages." (5)

SUBJECTS THAT CAN BE PROGRAMMED

It is necessary to study the various subject areas that have been programmed and their success to determine if the concept of leadership falls into one or more of the successful areas.

One of the first subjects programmed and successfully tested was in the field of mathematics. A good example was the test conducted in Roanoke, Virginia, where an eighth grade class studied algebra from programmed instructions. The students worked fifty minutes a day on programmed lessons with no help from the teacher and were assigned no homework. These students covered an entire year of algebra in a single term and approximately one-half of the students in the class scored

better on the final examination than the average of a group of ninth graders who had completed a two-term course. (6)

In the field of logic, freshman students at Hamilton College in Clinton, New York, were able to complete a programmed freshman logic course in two-thirds of the usual time with an increase in their average grades. (7)

Other subject material that has been programmed with successful results include psychology, languages, chemistry, elementary statistics, biology, genetics, music, and the Bible. More closely related to leadership is the program built by The Quaker Oats Company to teach labor management. (8)

Referring to the previously discussed discription of the concept of leadership it contains some elements of the program discussed above. Especially the subject areas of management, psychology, and a touch of logic.

PROGRAMMED INSTRUCTION IN THE ARMY

What is the Army's attitude toward using programmed instruction in its schools? The investigator felt that it was necessary to answer this question in order to determine the probability of the programmed unit being accepted.

Almost from the origin of programmed instruction, the United States Army has taken a keen interest in applying this new technique. Since World War II, the Army has financed a host of military research projects related to programmed instruction. As early as 1957 the Human Resources Research Organization (HUMRRO) of the U. S. Army was

working with Professor B. F. Skinner at Harvard University in developing
materials for teaching machines. (9)

HUMRRO's work in the field of programmed instruction has led to
the general acceptance and rapid growth of this technique in the U. S.
Army's service schools. Evidence of this is demonstrated in the use of
programmed instruction in all of the United States Continental Army
Command (USCONARC) schools. USCONARC Regulation 350-54 states:

> Programmed instruction has been proven to be an effective and
> economical educational technique in certain areas. Therefore,
> USCONARC schools will review programs of instruction and Army
> subject schedules for which they have proponency to determine and
> prepare instructional material for those subjects or courses that
> are adaptable to programmed instruction. (10)

ANALYSIS AND COMPARISON OF FORMATS (11)

Program instructional units or texts can be written using one of
several different formats. Each of these formats has certain advantages
that must be analyzed and compared in order to select the best format
for programming the concept of leadership.

As stated, a lesson can be programmed using several different
methods or formats. But of all the various methods there are two which
have proven to be the most acceptable and most widely used. These are
the multiple-choice response, branching format and the constructed
response, linear format. Both have been found to be effective teaching
formats although they differ in learning theory and method of presenta-
tion. Therefore, both were considered and compared to select the format
to be used for the concept of leadership programmed unit.

FIGURE 2

CONSTRUCTED-RESPONSE, LINEAR FORMAT

PACE 1

Frame 1.

When one number is multiplied by itself the number has been squared. It is written like this--Y^2. Therefore Y^2 means the same as _ x _.

---

1. A Ans.

    $\underline{Y}$ x $\underline{Y}$

Frame 2.

Y^2 is the mathematical symbol and it is stated as Y $\underline{S}$ _ _ _ _ $\underline{D}$.

---

2. A Ans.

    Y $\underline{S}$ $\underline{Q}$ $\underline{U}$ $\underline{A}$ $\underline{R}$ $\underline{E}$ $\underline{D}$

Frame 3.

To square a number you $\underline{M}$ _ _ _ _ _ _ _ that number by itself.

---

3. A Ans.

    MULTIPLY

Frame 4.

(Presentation of material will continue in the same manner.)

The constructed-response, linear format is an instructional design to reinforce learning. This design was originally produced at Harvard University by B. F. Skinner while experimenting with learning theory on animals through reinforcement techniques.

Learning is most effective when small units of information are presented in a sequence followed by the student writing in the correct response and is immediately reinforced by a statement of the correct response.

To program the material for the constructed-response, linear format, the scope of the material to be presented is analyzed and broken down so that a small unit of information is presented in each frame. The information therefore is presented with relative ease to the student.

The frames are constructed to develop logically the objectives of the subject material and present the numerous responses required to fully learn the material. The response presented in a frame is constructed to teach the student and learning takes place if a correct response is made and immediately reinforced. To determine how much the student has learned, the student takes an achievement test after he completes the programmed lesson.

It is easier to write a programmed lesson using this format because of the orderly progression of frame construction and there is very little information in each frame.

Although there is very little information presented in each frame for the student to read, the student is required to write responses in the numerous frames consuming much of his study time.

The major drawback of this format is the possibility of reinforcing the negative. If the responses are so difficult that the student

makes a high percentage of errors or incorrect responses then the in-
correct responses may be reinforced; therefore, resulting in negative
learning. However, since the purpose of programmed instruction is to
review material the student has already been exposed to, this is not a
major disadvantage in this case.

The multiple-choice response, branching format approach is based
on the premise that learning is most effective when the student reads
the information presented, and the multiple-choice testing is primarily
a confirmation of the learning that has already taken place. Figure
is an example of a multiple-choice response, branching format.

FIGURE 3

A TYPE MULTIPLE-CHOICE, BRANCHING FORMAT

PAGE 1

This is a branching format programmed instructional book. You do not read pages in their numerical order. Turn to page 4 for your first problem.

Page 4

When one number is multiplied by itself, the number has been squared. It is written like this--B^2.

$$B^2 =$$

Choose One:	Go To:
B x B	Page 2
B + B	Page 3
B ÷ 2	Page 5
A + 2	Page 6

Page 2

You are correct.

B^2 does equal B x B.

Now work this problem:

(Additional material would be presented here.)

Page 3

B^2 does not equal.

B + B

B + B = 2B

Go back to page 4.

Page 5

B ÷ 2 is wrong.

Go back to page 4.

Page 6

A + 2 is incorrect.

Go back to page 4.

Here the main idea is the utilization of errors to build
knowledge and skill. The student is required to read a unit of informa-
tion after which he must select an alternative in a multiple-choice set.
If his choice is correct, he is directed to additional information and
a new problem. On the other hand, a wrong response results in the
student being directed to information intended to eliminate the error.
He is then directed back to the original problem where he selects another
alternative and the cycle continues. The multiple-choice testing con-
firms the learning that has taken place during the reading.

In this format there are fewer responses required; therefore,
more time is available for reading. The programmed lesson writer
anticipates student errors and determines the students' needs in order
to set up the branching techniques. The writer spends a considerable
amount of time matching the scrambled-frame sequence that does not
follow a logical page progression.

CUEING TECHNIQUES

Since the object of each frame is to lead the student to make
a response concerning some aspect of the concept being presented in each
frame, the frame must be developed so that the student will be induced
to make the proper response. This technique is the cueing process or
cueing the response. It is important for the student to respond
correctly most of the time.

Cues may take many forms and are limited only by the imagination
of the programmer. The following examples will demonstrate some of the
cueing techniques.

Fading or Vanishing Cues:

The idea behind using fading or vanishing cues is spoon feeding
the student in the first few frames by giving him cues that will almost
guarantee a correct response. But in succeeding frames the cueing is
gradually reduced until the student is able to respond correctly with
fewer cues or none at all. (See Figure 4 for an example of fading or
vanishing cues.)

FIGURE 4

FADING AND VANISHING CUES (12)

COMMENT	FRAME
A direct cue to first response required is given in the first sentence. Student merely copies response "Processing system."	1. The 7070 is a data processing system. To prepare a payroll, to maintain an inventory, or to perform other accounting applications, a company can use the 7070 data _____ _____. (Answer: Processing System.)
Student must make response "data processing system" with only "7070" as cue. A direct cue to new response required ("input") is provided in first sentence.	2. All systems which process data require some type of input unit or units. In order to put information into the 7070 ____ _____ _____, and _____ unit is required. (Answers: Data Processing System, Input.)
Another new term, "processing," is introduced and cued. This response is copied by student.	3. In addition to one or more input units, all data processing systems require some sort of processing unit or units to operate on the input data. The 7070 has several _____ units to process input data. (Answer: Processing.)

Cues to "input and "processing" have been faded, and student must make these responses from memory.	4. Data are put into the 7070 by means of an _____ unit. The information is then operated on by several _____. (Answers: Input, Processing Units.)
A new term, "output." is directly cued.	5. All data processing systems must also have output units to write out information in a usable form. A mechanical printer is an example of an _____ unit. (Answer: Output.)
No direct cues are provided, and student summarized information presented in frames 2 through 5.	6. The 7070 data processing system can perform various accounting applications through the use of its various basic units. These basic units consist of _____ units, _____ units and _____ units. (Answers: Input, Processing, Output.)
After more practice of the response "data processing system" to the cue "7070" and the response on "input" to to the cue "7500 Card Reader" a direct copying cue is given to response "7500 Card Reader" and fading cycle is begun again.	7. The 7070 ____ _____ _____ can have various types of input units. The 7500 Card Reader is one of the _____ units for the 7070 system. To read card information into the 7070, we use the ____ ____ _____. (Answers: Data Processing System, Input, 7500 Card Reader.)

Similarity or Contrast: (13)

1. This technique employs a simile with parallel structure to produce a suitable cue.

FIGURE 5

SIMILARITY OR CONTRAST

COMMENT   FRAME

The words, "just as," indicate
an upcoming comparison of
similar results and the desired
answer appeared earlier in the
sentence.

> Just as heat causes the vol-
> ume of gas to increase when
> pressure is held constant, we
> can expect heat to cause
> pressure of a gas to _____
> when the volume is held con-
> stant.
>
> (Answer: Increase.)

2. This technique uses the idea of contrasts as cues.

COMMENT   FRAME

The words, "on the other hand,"
indicate that the conclusion of
the preceding sentence will be
reversed or at least different.
The student may not, in this
case, come up with the exact
word. But any word that
indicates a lessening of di-
mensions would be acceptable.

> Heat will cause most mate-
> rials to expand; whereas,
> cold, on the other hand, will
> cause them to _____.
>
> (Answer: Contract.)

Hints: (14)

FIGURE 6

HINTS

<u>COMMENT</u>   <u>FRAME</u>

The hint there is the word   If each truck can transport
"into."   20 men, it then follows that
                                        we can find how many trucks
                                        are needed by _____ 20
                                        into the total number of men
                                        to be transported.

                                        (Answer: Dividing.)

Other kinds of cues such as underlinging the term, using certain symbols, color-coding, capitalizing, and prompting by dashes indicating the number of letters omitted. For example, L e a _ _ _ (Leader).

A program lesson writer should employ as many cueing techniques as possible. But if the same technique is used continually the student will come to recognize the cueing system and may respond before reading all the material presented. (15)

SUMMARY AND FORMAT SELECTION

Deeply entrenched in the realm of education, the United States Army is continually looking for new methods to improve its instruction.

Programmed instruction, a relatively new teaching technique, has enjoyed success in the field of civilian education and within the Army's educational program.

After considering the numerous subjects that have been programmed such as management, logic, and psychology, it appears that the concept of leadership can be successfully programmed.

Of the two formats considered, the constructed-response, linear format and the multiple-choice, branching format both have valid advantages and neither has proven to be superior over the other for all situations. However, in this case the attributes of the constructed-response, linear format such as ease of presentation, wider use, and logical frame sequencing appear to be the best for programming the concept of leadership.

When using prompts or cueing techniques to assist the student to make the correct response, the programmer must be careful not to use the same technique continually.

Programmed instruction is a teaching method that will serve the purpose of a review for those students who need it or teach those who require more than a brushup.

FOOTNOTES

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11. Staff Study 72-73, "Programmed Instruction Format," (Command and
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    pp. 5-8.

12. Hughes, op. cit., pp. 73-75.

13. O'Brien, op. cit., p. 26.

14. O'Brien, Ibid.

15. Hughes, op. cit., pp. 73-77.

CHAPTER V

LESSON PREPARATION

Having determined that the concept of leadership can be program-
med for self-instruction and having concluded that the constructed-
response, linear format is the preferred technique for this project, it
is necessary to prepare the lesson content for programming.

This chapter contains a discussion of the four steps used to
develop the instructional lesson. First, the programmer must determine
the educational goal or behavior criterion that the student should satisfy
upon completion of the programmed lesson. The second step is to determine
and specify the lesson performance objectives. Thirdly, a comprehensive
achievement examination must be developed and finally a lesson outline
must be prepared.

GOAL

In developing this lesson, the first step was to determine the
overall educational goal the program should achieve. Expressed in a dif-
ferent way the criterion behavior or knowledge level the student should
attain must be determined. In this regard the United States Continental
Army Command (USCONARC) establishes in broad terms the criterion behavior
or knowledge level which should be obtained in each course of instruction.
In the area being discussed USCONARC has established a level of knowledge
or proficiency for describing the general coverage and depth of instructional

material to be presented to Infantry Officer Basic Course (IOBC)

students. (1) These students are to receive a working knowledge of the

concept of leadership and USCONARC defines working knowledge as:

> Sufficient knowledge and skills pertaining to the fundamentals
> of a subject and to the techniques of its employment to permit routine
> application by the student under field conditions with the guidance,
> training, and assistance that are normal in his duty assignment. The
> student acquires limited ability to supervise or train others. Must
> be augmented by on-the-job training or further schooling for full
> qualification. (2)

This definition is of critical importance to the programmer in

the design of the performance objectives in order to insure that the

standards of knowledge and skills are achieved upon successful completion

of the course.

In this particular lesson the goal or knowledge level will be

sought using programmed instruction media. The concept of leadership in

its programmed instructional makeup will follow the same knowledge level

prescribed for present formal instruction. However, with programmed

instruction the knowledge level should be reached in less time preserving

instructional time that can be used in other vital areas of leadership

interest.

In addition, the benefits of the self-instructional technique

will be realized by those students for which the subject matter will

provide only a review of previous instruction in this area, or at most,

a makeup to supplement incomplete coverage of this field in previous

leadership instruction.

PERFORMANCE OBJECTIVES

The second step in developing the program is defining specific performance objectives or what the student needs to know about the subject. In accomplishing this task the concept of leadership was laid out in a flow chart arrangement as shown in Figure 7.

FIGURE 7

CONCEPT OF LEADERSHIP

DEFINITION
OF
LEADERSHIP

LEADER   GROUP   SITUATION

BASIC   BASIC
RESPONSIBILITIES   HUMAN
NEEDS

TRAITS

PRINCIPLES

ACTIONS
AND
ORDERS

SUPERVISION

INDICATIONS
OF
LEADERSHIP

GOAL

COMBAT EFFECTIVE UNIT
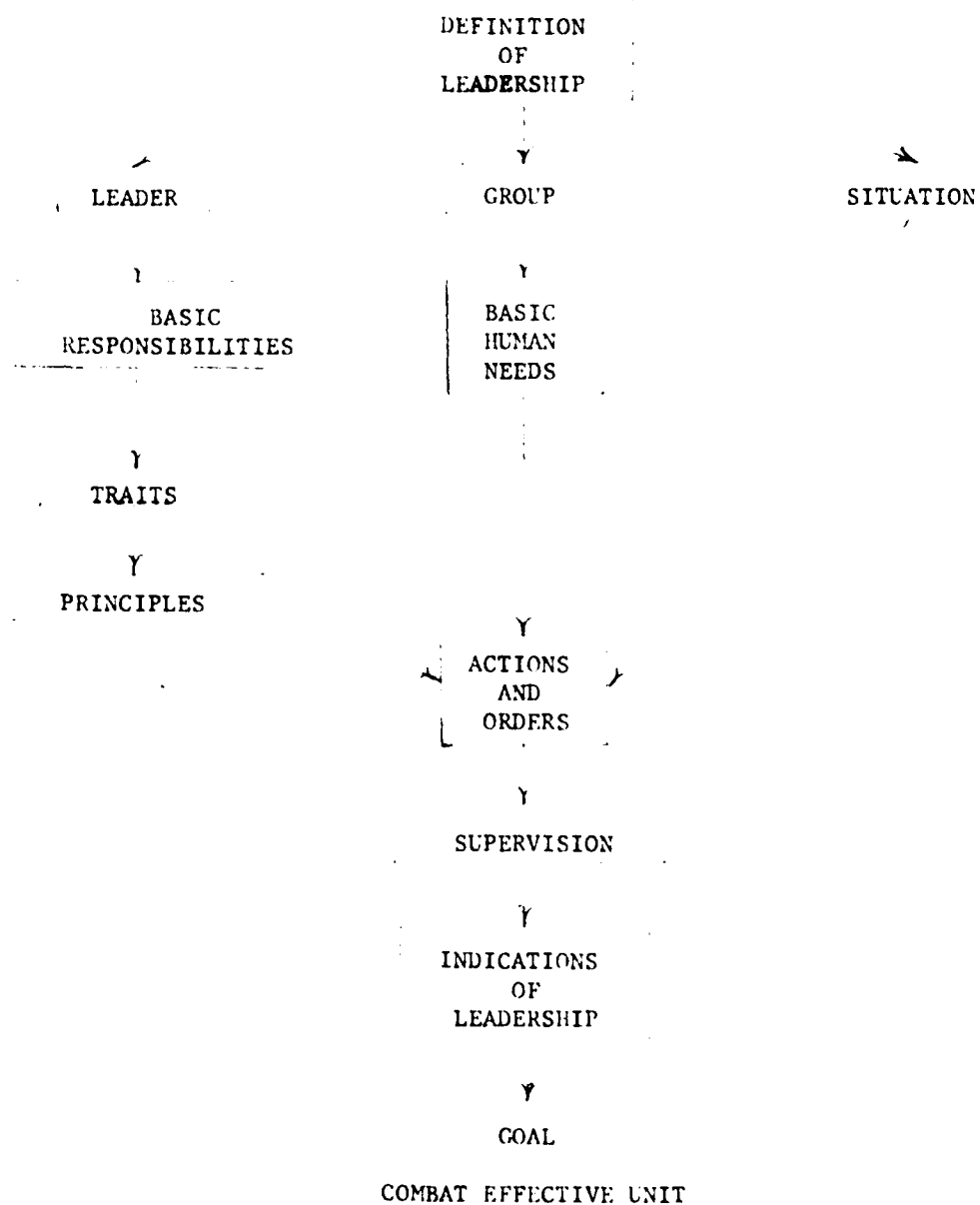
This flowchart is the basis for determining the specific performance objectives to support the programmed lesson. From this flowchart, the ten following specific performance objectives were determined to be sufficient for this lesson.

1. The student will know the definition of military leadership well enough to understand the goals of leadership.

2. The student will know the elements of the leadership environment--leader, group, situation--well enough to explain how each element assists in the accomplishment of the mission.

3. The student will know the basic responsibilities of a commander/leader well enough to explain their importance in motivating men.

4. The student will know the basic human needs of man well enough to know that satisfaction of these needs assists in motivating men.

5. The student will be able to evaluate the fourteen leadership traits to include the value of developing traits.

6. The student will be able to explain the principles of leadership.

7. The student will be able to explain the techniques used by a leader to implement a course of action.

8. The student will be able to evaluate his unit in light of the four indications of leadership.

9. The student will know the proper method of supervising subordinates.

10. The student will be able to explain the purpose for evaluating his unit in light of the four indications of leadership. (3)

EXAMINATION

The third programming step was to construct a comprehensive achievement examination to measure or sample accomplishment of the performance objectives in order for the student to learn the concept of leadership and have a firm grasp of the tools and guides that will assist him in exercising leadership. Therefore, the achievement test should measure his understanding and knowledge of the tools and guides. This is accomplished through the use of a multiple-choice type examination. (See Appendix B)

LESSON OUTLINING

The fourth step in programming involves preparation of the lesson outline covering the subject matter to be presented in a logical presentation sequence. This was developed through the use of the previously discussed flowchart and material provided by the United States Army Infantry School. After studying the concept of leadership flowchart and examining the information provided by the Infantry School, a lesson outline was developed.

CONCEPT OF LEADERSHIP

1. Definition of Leadership

   a. Art or skill
   b. Learned

2. Elements of the Leadership Environment

   a. The leader
   b. The group
   c. The situation

3. Basic Responsibilities of the Leader

    a. Accomplish the mission
    b. Welfare of the men
    c. Which takes precedence

4. Basic Needs of Man

    a. Physical needs
    b. Learned needs
    c. Importance in motivation

5. Desirable Traits of a Leader

    a. State the traits
    b. Method of evaluation
    c. Purpose of developing traits

6. Principles of Leadership

    a. State the principles of leadership
    b. Importance
    c. How they should be used

7. Actions and Orders

8. Supervision

    a. Purpose
    b. Oversupervision
    c. Proper method of supervision

9. Problem-Solving Process

    a. Purpose
    b. Steps in performing the process

10. Indications of Leadership

    a. Define
    b. Purpose
    c. Evaluation

11. Combat Effective Unit

Following preparation of the flowchart, specific performance objectives, examination, and lesson outline, the content of the programmed instructional unit must be broken down into small bits of information for each frame.

In the first frame the student is referred back to his Reserve Officer Training Corps (ROTC) training in order to motivate his recall of previous instruction in this area. This will hopefully provide a more relaxed atmosphere for the student to begin the unit by motivating confidence based on previously acquired knowledge. As a matter of fact, the prompts or cues in the initial frames are so evident that it will be almost impossible for the student to give an incorrect response. Now that the student is enjoying success, he is motivated to continue.

In addition to the cues and prompts, another technique used to assist in developing the frame content in a logical sequence was the concept of leadership flowchart without its component parts indicated. The network is demonstrated; however, the components are left blank. As the program develops, each of the component parts of the flowchart are explained to the student and he is required to fill in these components after explanation of each.

Beside assisting in logical development, this technique has two other purposes. One is that of reinforcement which occurs when the student has learned the subject well enough to fill in the correct component. The second purpose serves as an orientation technique in that as the student progresses through the programmed instructional unit he is aware of where he is within the discussion of the concept of leadership.

SUMMARY

Four steps were used to prepare the concept of leadership for programming.

1. Determine the overall educational goal the program is to achieve.

2. Define specific performance objectives or what the student needs to know about the subject.

3. Construct a comprehensive achievement test to measure or sample accomplishment of the performance objectives.

4. Preparation of the lesson outline covering the concept in a logical presentation sequence.

Now armed with a lesson outline, flowchart, performance objectives, and the format to be used, development of the concept of leadership programmed instruction can begin.

FOOTNOTES

1. U. S. Continental Army Command, <u>Army Schools Curriculum Administration and Training Policies</u>, CON Reg. 350-1 (Fort Monroe, Virginia: December 1969), pp. 13-15.

2. Ibid., p. 14.

3. U. S. Army Infantry School Lesson Plan, Concept of Leadership, LL (O,G,Z) 31 (Fort Benning, Georgia: July 1972).

CHAPTER VI

PROGRAMMED UNIT

A PROGRAMMED COURSE IN THE CONCEPT OF LEADERSHIP (1)

PREFACE

Military history is full of examples of units that were success-
ful in combat where other units failed. Why? Part of the answer is in
your basic officer class, you the military leaders. Throughout military
history there have been good leaders and there have been poor leaders,
and the quality of their leadership has been reflected by the performance
of their units. In combat, your leadership ability may mean the difference
between success and failure, many casualties or few. Right now is the
time for you to develop your leadership ability; so that, if you are
placed in combat, your leadership ability will insure success.

This programmed text will specifically review the definition of
military leadership, the three elements of the leadership environment,
the basic responsibilities of a leader, problem solving, supervision, the
indicators of leadership, and the primary goal of all leaders--building a
combat effective unit.

DIRECTIONS FOR USING THIS UNIT

In order for you to get the best results from these materials, it
is important for you to thoroughly understand how to use them. You will

find that it is easy to learn the concept of leadership with this unit
if you follow instructions carefully.

Information about the concept of leadership will be presented to
you in small steps. Each step will carefully explain a new fact or
principle. You will also be asked to write one or more answers on the
material presented. This will give you the opportunity to practice using
the information. The succeeding steps will give you additional practice
with the new information until you have learned it thoroughly. A new
principle will then be presented, and the same procedure repeated. In
this way, you should learn all the information needed to understand the
concept of leadership.

Read all of the material presented in each step <u>carefully</u>
before writing your answer(s). Your answer may consist of word(s),
number(s), or filling in part of a diagram. Although some of the ques-
tions may seem more difficult than others, you should be able to answer
them correctly if you <u>read the information contained in each step carefully</u>.

You will need a blank sheet of paper to cover the answers located
in a column on the left hand side of each page. After you have read the
information in the first frame and after you have written your answer(s)
for a frame, slide the cover sheet down and compare your answer with the
answer(s) shown for that frame. If your answer is correct, continue to
the next frame. If your answer is incorrect, look back and reread the
frame again until you understand the reason for your mistake. Perhaps it
will be necessary for you to review several previous frames in order to
understand why your answer is wrong. In either case, insure that you
understand the material presented before proceeding to the next frame.

Although you will be asked to supply an answer or answers for each frame, this is not a test but a way of learning information. You will not be graded on how many questions you answer correctly or how fast you complete the material. You will be tested later by regular examination to determine what you have learned.

The following illustrations indicate the kind of frames that you will find in this text. They have been provided to give you an opportunity to try them out before proceeding to the actual text material. Read Frame 1 carefully and answer it by writing the missing word or letters on the line or dashes.

	1. The term _traits_ refers to a person's personal characteristics. The sum total of these traits make up that person's personality. Such words as courage, dependability, and knowledge are examples of _ _ _ _ _ _.
TRAITS	2.

The correct answer is the word traits. This is the missing word represented by the blank. If you did not give the correct answer, go back and read the entire frame again. You should do this anytime you give a wrong answer—reread the entire frame so that you understand the fact or

principle involved before you go on. If necessary, go back and read a few of the preceeding statements.

Now try frame 2:

TRAITS	2. Some 2,000 traits that a person could possess have been identified. But the Army recognizes 14 of these as the most desirable traits of a leader. Even though the sum total of all traits a person possesses make up his P E _ _ _ _ _ _ _ _ _ _, the Army recognizes 14 as the most desirable traits of a leader.
PERSONALITY	3.

The answer is PERSONALITY. If you got it wrong, read this frame carefully again. You may also go back and read the first frame again if necessary.

Now read and answer Frame 3:

PERSONALITY   3.   As far as leadership is concerned,
evaluating a leader's personality
involves determining to what degree
he possesses the __ desirable
1 _ _ _ of a leader.

---

14   4.

TRAITS

The answer to this frame is 14 and TRAITS. If you have read all three frames carefully and in the proper order, you should have completed this answer correctly.

Sometimes you will be asked to fill in portions of a flow chart indicating parts of the concept of leadership flow. In each case, do as you are directed and check your answer with the one given in the lefthand column adjacent to the following frame.

Remember, you may go back to check a fact or principle but <u>do not skip ahead</u>.

Do not try to do too much at one time. You will make fewer errors and learn more efficiently if you stop and relax occasionally.

A Programmed Course in the Concept of Leadership

	1. During your Reserve Officer Training, you received several leadership classes. In these classes you discussed various aspects of leadership and certain <u>means</u> you could use to develop your leadership ability. As you may recall in earlier leadership instruction, you were introduced to the concept of leadership which is the primary <u>M</u> _ _ _ _ by which you can develop your leadership ability.
MEANS	2. Not only is the concept of leadership a means of developing your leadership ability, it also serves as a logical flow of elements that achieves your primary goal. As a platoon leader, you will be initially concerned with developing a combat effective unit--this will be your primary <u>G</u> _ _ _.

GOAL

3. The logical flow of components that make up the concept of leadership can best be demonstrated by the use of a flowchart diagram.

DEFINITION
OF
LEADERSHIP

LEADER   SITUATION

GROUP

BASIC

RESPONSIBILITIES

TRAITS   BASIC
                  HUMAN
                  NEEDS

PRINCIPLES
OF
LEADERSHIP

ACTIONS
AND
ORDERS

SUPERVISION

INDICATIONS OF
LEADERSHIP

COMBAT EFFECTIVE UNIT
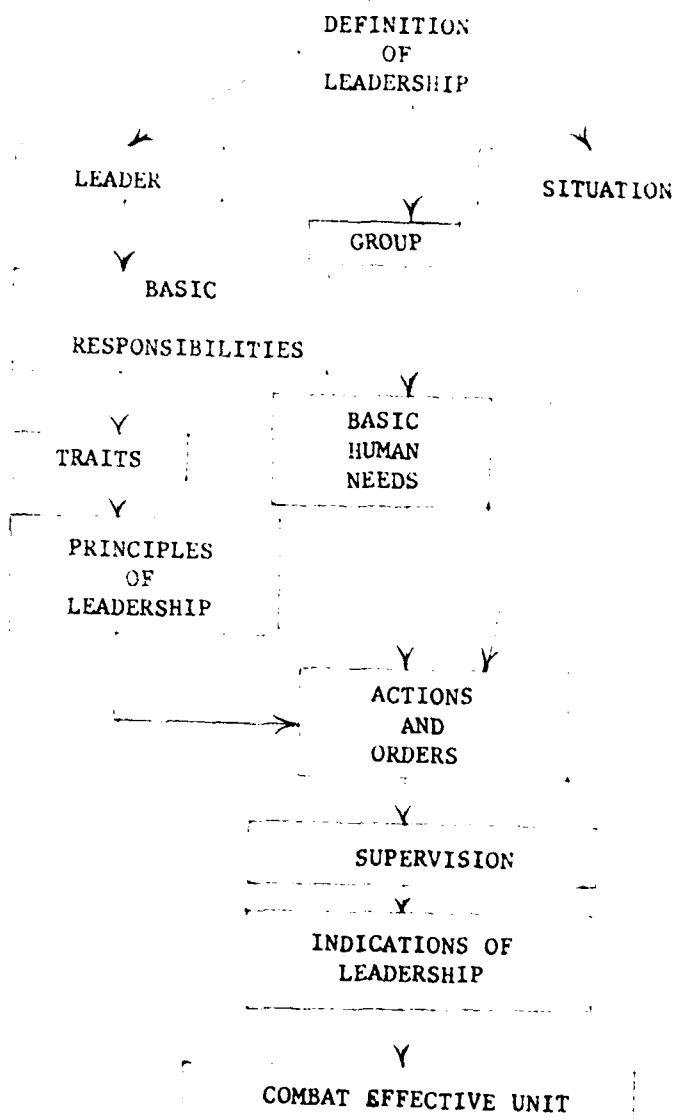
The last block on this flowchart is the component <u>combat effective unit</u> which is your primary

GOAL

4. You will build upon this flowchart of
the concept of leadership just as you
would build upon your leadership ability.
In order for all of you to start out on
an equal footing in your leadership
ability, you must have some base from
which you can start. This base is the
definition of leadership, and it intro-
duces the concept of leadership.
Complete the first component block of
the concept of leadership flowchart by
filling in the missing letters.

```
 _____
|                        |
| D _ _ _ _ _ _ _ _ _    |
|                        |
|        OF              |
|                        |
| L _ _ _ _ _ _ _ _ P    |
|_____|
```

DEFINITION OF LEADERSHIP	5. Leadership is defined as the <u>art</u> of influencing and directing men in such a way as to obtain their willing obedience, confidence, respect, and loyal cooperation to accomplish the mission. The key word <u>art</u> indicates that leadership is a: (CHOOSE ONE) a. SCIENCE b. SKILL c. CHANCE
b. SKILL	6. Leadership is an art or skill and, as such, it can be learned as well as any other art or skill. You were not born with stripes on your arms or stars on your shoulders, therefore, you must develop into a leader. You must <u>L</u> _ _ _ _ how to lead men.

LEARN	7. Leadership can be learned, developed, and mastered by anyone of normal intelligence. The only prerequisite is that you have the desire, an intense desire, to become a _ _ _ _ _ _.
LEADER	8. Having a strong desire to become a leader or to lead men will assist you in influencing and directing men in such a way as to obtain their willing obedience, confidence, respect, and loyal cooperation to accomplish the mission. If you are successful in doing this then you have _ _ _ _ _ _ _ the art of leadership.

74

LEARNED

9. Now that you have an understanding of
the definition of leadership and the
goal of a leader, you know where you
have started and where you must go to
learn the concept of leadership. As
you recall, the first component of the
concept of leadership is (Fill in the
Block 1) and the last component is the
goal of every leader (Fill in Block 2).

Block 1   Block 2

_ _ _ _ _ _ _ _ _
OF
_ _ _ _ _ _ _ _ _

C O _ _ _ T
E F _ _ _ _ _ _ _
U _ _ _

Block 1

DEFINITION OF
LEADERSHIP

Block 2

COMBAT
EFFECTIVE UNIT

10. Now let's see how this looks on

the concept of leadership flowchart.

DEFINITION
OF
LEADERSHIP

COMBAT
EFFECTIVE
UNIT
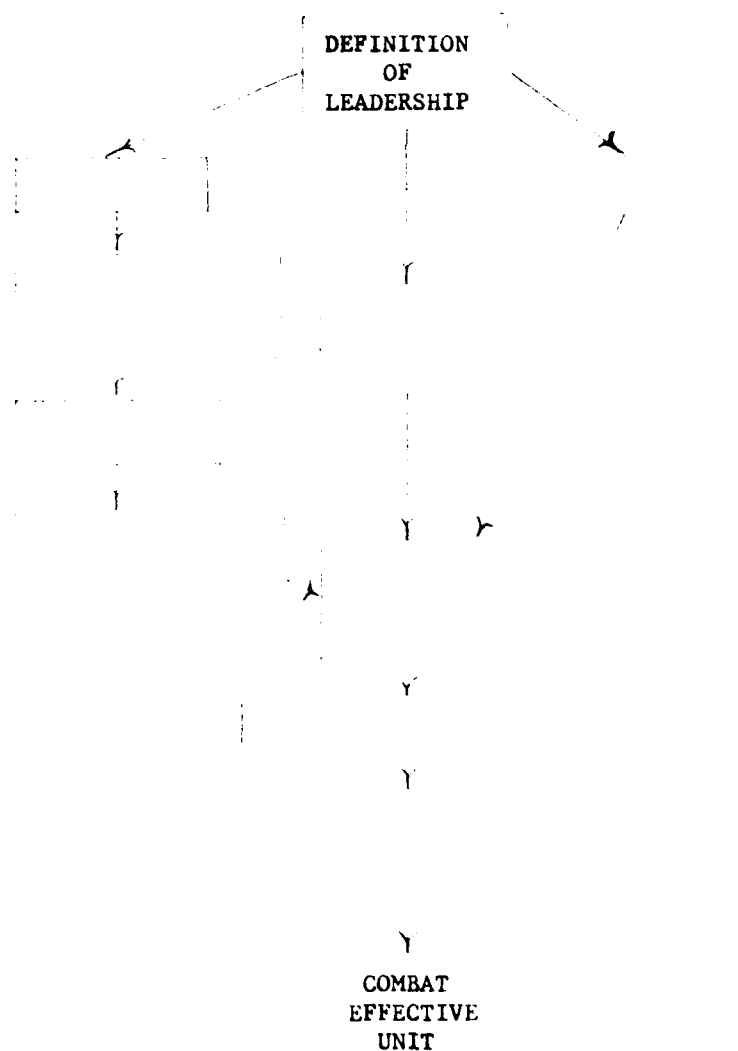
You know where you are within the flow-

chart and where you must go--combat

effective unit--which is the primary

_ _ _ _ of every leader.

GOAL

11. To fully apply the definition of

_ _ _ _ _ _ _ _ _ a leader must

understand the basic elements of

leadership and how they affect his

exercise of command, because the

elements suggest to the leader which

style of leadership will be the most

appropriate.

LEADERSHIP

12. The elements that suggest to the leader

which style of leadership would be the

most appropriate to use are called the

three elements of the leadership environ-

ment. These are the LEADER, the GROUP,

and the SITUATION. The leadership

environment can be readily compared to

a mathematical equation.

The L _ _ _ _ _ + the G _ _ _ _ + the

S _ _ _ _ _ _ _ _ = the style of

leadership.

LEADER

GROUP

SITUATION

13. These three elements of leadership
    make up the next three components
    of the concept of leadership flowchart.
    Fill in the three elements of the
    leadership environment.

DEFINITION

OF

LEADERSHIP

L

S

G
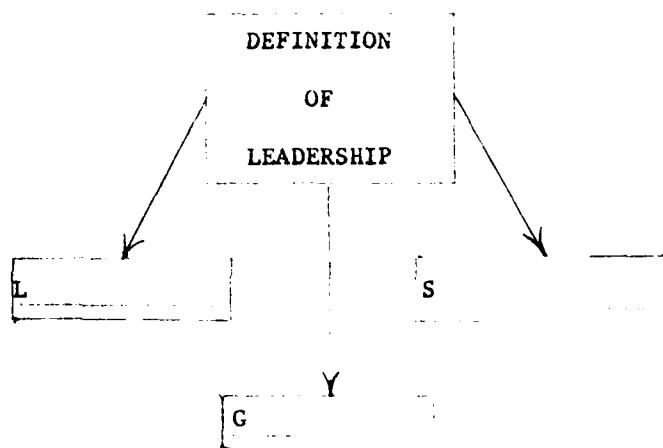
LEADER

GROUP

SITUATION

14. The updated portion of the concept
     of leadership flowchart should look
     like the following:

```
                    ┌─────────────┐
                    │ DEFINITION  │
                    │    OF       │
                    │ LEADERSHIP  │
                    └─────────────┘
                           │
    ┌─────────┐            │            ┌─────────────┐
    │ LEADER  │            │            │ SITUATION   │
    └─────────┘            │            └─────────────┘
                    ┌─────────────┐
                    │   GROUP     │
                    └─────────────┘
```
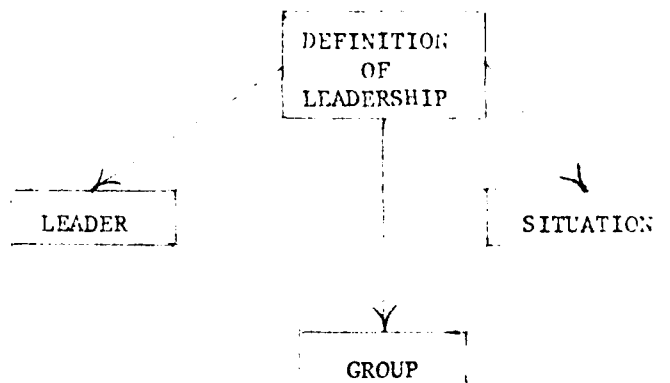
Each leader, in analyzing the various

parts of a leadership problem, will be

affected in a different way by his

personality and capability, the person-

alities and capabilities of the members

of his unit, and the portion of the

situation confronting him. When

analyzing a leadership problem, the

leader considers the _ _ _ _ _ elements

of leadership.

THREE	15. Because no two leaders ever get results in exactly the same way, each leader must formulate his own solution for each leadership P _ _ _ _ _ M based upon his analysis of the _ _ _ _ _ _ _ _ _ _ _ _ _ of _ _ _ _ _ _ _ _ _ _ .
PROBLEM THREE ELEMENTS LEADERSHIP	16. You will learn about the three elements of leadership, the leader, the group, and the situation by studying each element separately. At the most fundamental level, a leader is a person in a position of influence over other people. This influence may be the result of appointment to a formal position of leadership or of acceptance by a group of persons who then become followers. In both cases the leader's success is ultimately determined by the performance of the people he _ _ _ _ _ .

LEADS	17. This performance, demonstrated by those he leads, depends on the quality and nature of his leadership actions as he interacts with his followers. A leader who acts effectively in his role as a leader will obtain willing obedience, confidence, respect, and loyal cooperation in order to: (SELECT THE BEST ANSWER) a. Be popular. b. Accomplish the mission.
b. ACCOMPLISH THE MISSION	18. The importance of the leader's role in guiding and structuring his platoon's activities cannot be overemphasized. The leader who can structure and organize the unit's activities so that M _ _ _ _ _ _ accomplishment is met with a minimum of effort, cost, and friction will usually be highly valued by the unit's members.

MISSION	19. How well the leader actually performs in this role will determine how long he remains the _ _ _ _ _.
LEADER	20. In the leader's role are many responsibilities that the leader must be aware of and accept in order to be successful. But of all the responsibilities, there are two that are the basic responsibilities of the leader. They are: 1. The accomplishment of the mission. 2. Responsibility for the welfare of the men. The vast range of duties and tasks the leader is responsible for can be simplified with the realization that each of the duties or tasks is satisfied by the accomplishment of the leader's two _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _.

BASIC RESPONSIBILITIES	21. To accomplish these, the successful leader practices the art of L _ _ _ _ _ _ _ _, a man-to-man relationship which stresses the leader's concern for the W _ _ _ _ _ _ of his men.
LEADERSHIP WELFARE	22. The basic responsibilities of a leader, accomplishment of the mission, and looking out for the welfare of his men are always important but which of the two responsibilities is the most important? (CHOOSE ONE) a. Accomplishment of the mission. b. Looking out for the welfare of his men. c. They are equally important.

c. THEY ARE
EQUALLY
IMPORTANT

23. In most situations, these two respon-
sibilities are of equal importance.
However, what if a conflict exists
between the two responsibilities?
Which responsibility takes precedence?

(CHOOSE ONE)

a. Accomplishment of the mission.

b. Responsibility for the welfare of
his men.

a. ACCOMPLISHMENT

OF THE MISSION

24. As stated previously, in most day-

to-day situations these responsibilities

are of equal importance. However, if

a conflict should exist between the two

basic responsibilities, the accomplish-

ment of the mission must take precedence.

Because each unit's mission is a com-

ponent part of the next higher unit's

mission, if a unit fails in accomplish-

ing its mission, it will have an adverse

effect on the higher unit's mission.

Does this mean that when the mission

takes precedence the leader cannot

lookout for the welfare of his men?

(CHOOSE ONE)

a. YES

b. NO

NO

25. Even when a conflict arises and the
mission takes precedence, a leader can
still lookout for the welfare of his men
in the manner that the mission is accom-
plished. There may be more than one way
to accomplish the mission. As a example,
the leader may determine that there are
two attack routes to a heavily defended
enemy strong point. On either route the
platoon will receive heavy casualties,
but the strong point must be taken. After
careful consideration the leader deter-
mines that one route provides a little
better concealment and artillery can
support the platoon's advance better
along that route. Therefore the platoon
leader is accomplishing a dangerous
mission but at the same time looking out
for the _ _ _ _ _ _ _ of his men in the
manner he performs the mission.

WELFARE

26. Now that you have an understanding of
the definition of leadership, you know
that there are three elements of leader-
ship. You should now be able to fill in
the following components to the concept
of leadership flowchart.

1. DEFINITION

   OF
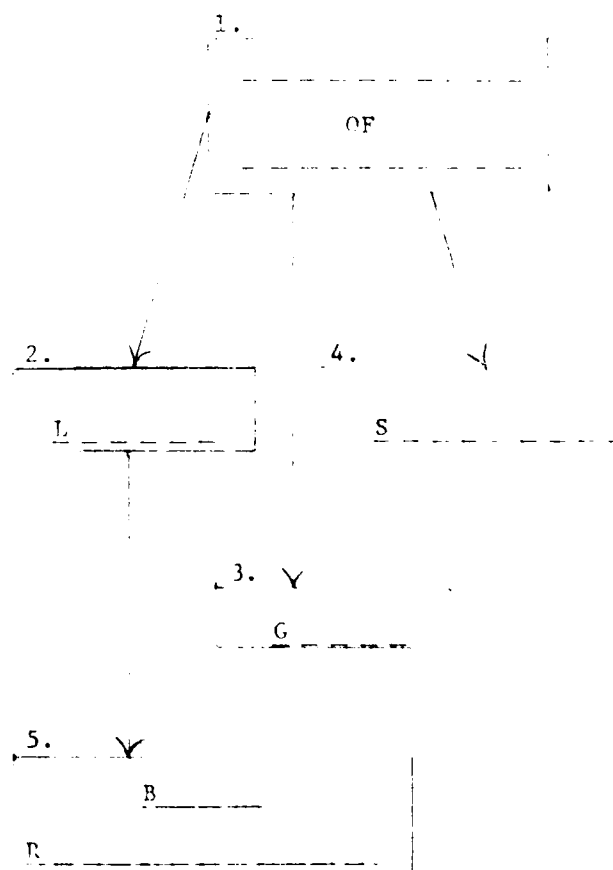
   LEADERSHIP

2. LEADER

3. GROUP

4. SITUATION

5. BASIC RESPON-

   SIBILITIES

27. You have progressed to the next component of the concept of leadership flowchart. Here the discussion continues with the leader. You know that as a leader your performance depends on the quality and nature of your leadership actions as you interact with your <u>followers</u>. A leader who acts effectively in his role will obtain willing obedience, confidence, respect, and loyal cooperation from his men. Because of this the leader must first understand himself and his personality. Within the framework of the concept of leadership, personality is defined as the sum total of one's personal characteristics or traits.

A leader's personality impact upon the interaction with his <u>F O L _ _ _</u>   S.

FOLLOWERS	28. The leader must understand himself, since the effect of leadership depends on the interaction of two or more person- alities. It is necessary for a leader to evaluate hisself and to determine the personal qualities or traits he possesses which will assist him in gaining willing obedience, confidence, respect, and loyal cooperation from his _ _ _ _ _ _ _ _ _.
FOLLOWERS	29. The attitudes of the men toward a leader may be greatly influenced by the traits he demonstrates since the effect of leadership in a military unit, as in any other group, depends upon the interaction of two or more P E R _ _ _ _ _ _ _ _ _ _.

PERSONALITIES	30. The traits demonstrated by a leader directly affect the behavior of his men and their willingness to accomplish the mission. Therefore, it is extremely important that the leader properly understand the degree to which the various leadership $\underline{T}$ _ _ _ _ _ are developed in his own personality so that he may predict the effect which his personality will have on others.
TRAITS	31. It should be pointed out at this time that there is no group of traits which could be considered to consistently distinguish the successful leader from the unsuccessful leader although many leaders possess personal qualities which are similar. In fact, 14 traits have been isolated which successful leaders commonly possess. The leader will be considering 14 traits when he evaluates his $\underline{P}$ _ _ _ _ _ _ _ _ _ _ _.

PERSONALITY	32. Within the concept of leadership the following 14 traits are described as being the most desirable. BEARING COURAGE (PHYSICAL AND MORAL) DECISIVENESS DEPENDABILITY ENDURANCE ENTHUSIASM INITIATIVE INTEGRITY JUDGMENT JUSTICE KNOWLEDGE LOYALTY TACT UNSELFISHNESS These are the 14 most desirable traits of a _ _ _ _ _ _.
LEADER	33. The 14 most desirable traits of a leader are those you should use to E V _ _ _ _ _ _ your own personality.

EVALUATE

34. Each leader must determine to what degree
he possesses the desirable traits of a
leader. He must evaluate himself and
determine his personal qualities or traits
which will best assist him in influencing
his men.

Leadership traits are distinguishing
personality qualities which, if demon-
strated in daily activities, help the
leader to earn from his men.

(CHOOSE ONE OR MORE)

a. Respect

b. Confidence

c. Willing obedience

d. Loyal cooperation

---

a. RESPECT

b. CONFIDENCE

c. WILLING
OBEDIENCE

d. LOYAL
COOPERATION

35. Several possible techniques can be used
to evaluate your personality. You can
ask a friend or neighbor to evaluate your
personality in light of the _ _ desirable
traits of a leader.

14	36. This friend or neighbor might honestly attempt to do so, but you may reject the bad points and accept only the good points. On the other hand the friend or neighbor may know you well enough to understand you will reject the bad points and therefore he will point out only the good ones. He may never mention the bad points. Of course this is an incomplete evaluation and you have been <u>misled</u>. Another evaluation method is to ask a senior officer or NONCOM to evaluate your personality. However, these people may not know you as well as your friend and just as in the first method you may be _ _ _ _ _ _.
MISLED	37. The best method of evaluating your personality is for you to conduct an honest self evaluation to determine to what degree you possess the 14 _ _ _ _ _ _ _ _ _ _ _ _ _ _ of a leader.

DESIRABLE TRAITS	38. Following the honest self evaluation and determination of your strong traits, you should make every attempt to capitalize on these strong traits. Just as you determined your strong traits during the honest self evaluation, you should also determine your _ _ _ _ traits.
WEAK	39. As you are capitalizing on your _ _ _ _ _ _ traits, simultaneously you should be taking steps to improve your _ _ _ _ traits.
STRONG WEAK	40. The importance of capitalizing on your strong traits is that you will present a mental image to your subordinates. This image will be on the T _ _ _ _ _ you most exhibit.

TRAITS

41. As a leader, to enhance your effectiveness you must use your individual traits to assist in solving leadership problems. To determine to what degree you possess the 14 desirable traits of a leader you should:

(CHOOSE ONE)

a. Have a friend evaluate your personality.

b. Conduct an honest self evaluation.

c. Have a senior officer evaluate your personality.

b. CONDUCT AN
    HONEST SELF
    EVALUATION

42. You should be able to bring the concept
     of leadership flowchart up to date.

1.

OF

2.

4.

3.

5.

6. T

1. DEFINITION
 	
    OF
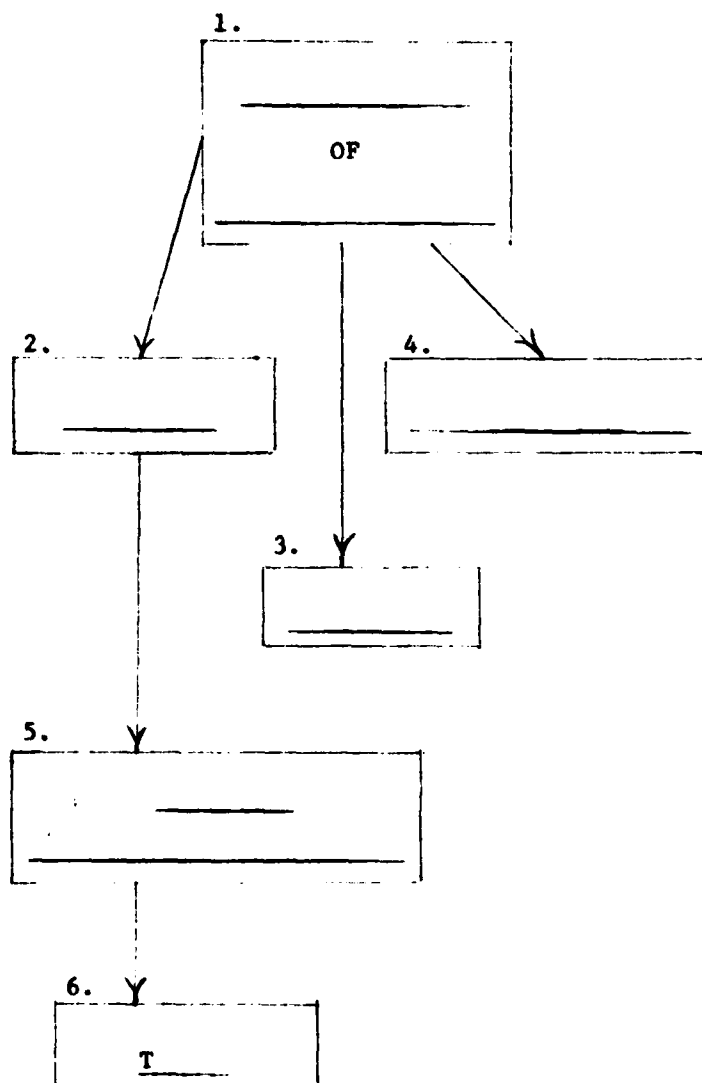 	
    LEADERSHIP
2. LEADER
3. GROUP
4. SITUATION
5. BASIC
 	
    RESPON-
 	
    SIBILITIES
6. TRAITS
	43. By capitalizing on your strong traits, the image you present should gain the support and cooperation of your men. This, in turn, will prevent leadership problems or assist in solving them. However, all leaders need rules or guidelines to <u>aid</u> them in the exercise of command. These guides are the principles of leadership.
	
	Just as the 14 desirable traits of a leader were derived from past successful leaders, the successes of past leaders have resulted in the formation of a series of rules or guidelines to _ _ _ _ _ _ the leader.

AID, ASSIST HELP, OR ANY SYNONYM	44. Although the study of leadership cannot be restricted to rigid laws and regulations, the successes of past leaders who have followed proven rules or guidelines cannot be ignored. The leadership principles that follow are designed to _ _ _ _ _ _ the leader in selecting appropriate actions and orders to properly utilize his command.

ASSIST, AID

HELP, OR ANY

SYNONYM

45. THE PRINCIPLES OF LEADERSHIP

   I. BE TECHNICALLY AND TACTICALLY
PROFICIENT.

  II. KNOW YOURSELF AND SEEK IMPROVEMENT.

 III. KNOW YOUR MEN AND LOOK OUT FOR THEIR
WELFARE.

  IV. KEEP YOUR MEN INFORMED.

   V. SET THE EXAMPLE.

  VI. INSURE THAT THE TASK IS UNDERSTOOD,
SUPERVISED, AND ACCOMPLISHED.

 VII. TRAIN YOUR MEN AS A TEAM.

VIII. MAKE SOUND AND TIMELY DECISIONS.

  IX. DEVELOP A SENSE OF RESPONSIBILITY
IN YOUR SUBORDINATES.

   X. EMPLOY YOUR COMMAND IN ACCORDANCE
WITH ITS CAPABILITIES.

  XI. SEEK RESPONSIBILITY AND TAKE RESPON-
SIBILITY FOR YOUR ACTIONS.

These general rules which have stood
the test of time appear to have guided
the conduct and actions of S _ _ _ _ _ _ -
_ _ _ leaders of the past.

SUCCESSFUL	46. Throughout military history, these rules-- known as leadership principles--have in varying degrees affected the actions of every successful leader. The _ _ _ _ _ _ _ _ _ of _ _ _ _ _ - _ _ _ _ are the fundamental truths of leadership and they are <u>G</u> _ _ _ _ _ _ _ for you, the leader.
PRINCIPLES OF LEADERSHIP GUIDELINES	47. The fact that every leader has not always made full use of each one of these principles does not make them any less valid. Although their application may vary with the situation, a leader who disregards them is risking failure. Idealistically, you should never <u>violate</u> a principle of leadership. When you do _ _ _ _ _ _ _ a principle of leadership, you are increasing the probability of failure.

VIOLATE

48. The principles are used to help in

selecting a course of action. The

real secret in using the principles

is to be able to select the ones that

really apply to the situation. Remember

that the principles cannot be considered

the one sure-fire, absolute method of

approaching every problem because there

are other factors involved.

Just as road signs along the highway

guide you to your destination, the

_ _ _ _ _ _ _ _ _ _ of _ _ _ _ _ _ _ _ _

guide you along the leadership path to

your goal.

PRINCIPLES

OF

LEADERSHIP

49. A leader who knows his job thoroughly and

possesses a broad general knowledge con-

cerning his area of interest is said to

be:

(CHOOSE ONE)

a. One who sets the example.

b. Technically and tactically proficient.

b. **TECHNICALLY AND TACTICALLY PROFICIENT**	50. You should be **competent** in combat operations and training as well as in the technical and administrative aspects of your duties. Closely associated with this principle is your duty to know yourself and seek self-improvement. This principle can be applied by: (CHOOSE THE BEST ANSWER) a. Evaluating the performance of your men. b. Evaluating your unit's mission. c. Evaluating your own performance. d. Evaluating the performance of contemporaries.
c. **EVALUATING YOUR OWN PERFORMANCE**	51. No one can become a successful leader until he knows his own capabilities and limitations and is, in fact, the master of himself. Of course, this becomes of particular importance when you, the leader, must set the <u>example</u>. In fact your men will look to you for _ _ _ _ _ _ _ they may follow.

EXAMPLES	52. Set the standard for your entire command by outstanding performance of duty. This, in turn, will be assisted if you make sound and timely decisions. The decisive leader is able to employ his command effectively by creating a sense of: (CHOOSE ONE) a. Hesitancy b. Confidence c. Confusion
b. CONFIDENCE	53. Constant study, training, and proper planning will lay the groundwork for professional competence necessary to sound and timely decisions. One specific decision you will be required to make is to determine if you are employing your command in accordance with its capabilities. Just as you must know your own capabilities and limitations to properly apply your leadership ability, you must have a thorough knowledge of the _ _ _ _ _ _ _ _ _ _ _ _ and _ _ _ _ _ _ _ _ _ _ _ _ of your command to employ it properly.

CAPABILITIES **LIMITATIONS**	54. The leader must assign objectives to his unit that are within its capabilities. A method of increasing the capability of your unit is to train your men as a team. Teamwork is the key to successful operations; it starts in the smallest unit and carries through to the largest organizaticr. Just as a football player knows which position he will play, each of your men must understand where he _ _ _ _ into the team.
FITS	55. It is your duty to develop teamwork through training of your command. To develop teamwork within your unit you must insure that you give clear, concise orders. Besure they are understood then supervise to make sure the order is properly executed. Men will respond more quickly to orders which are clear, concise, and easily _ _ _ _ _ _ _ _ .

UNDERSTOOD

56. The able leader makes wise use of his

subordinates to carry out his orders

effectively. Tell your subordinates

what to do not how to do it. Hold them

responsible for results. In other words,

develop a sense of responsibility in

your subordinates. Delegation of author-

ity commensurate with responsibility and

capability develops mutual confidence

and respect between senior and sub-

ordinates.

You are somewhat like a football coach.

The coach is the boss, but he does

_ _ _ _ _ _ _ authority to his

quarterback.

DELEGATE

57. Delegation of authority also encourages
the subordinate to exercise initiative
and to give his wholehearted cooperation.
This wholehearted cooperation can also
be gained by knowing your men and looking
out for their welfare. You will have a
better understanding of how your sub-
ordinates react and function under various
conditions when you make a conscientious
effort to observe them, become person-
ally acquainted with them, and recognize
their individual differences.

You can get to know your men through
which of the following sources.

(CHOOSE ONE OR MORE)

a. Personal interview

b. Records

c. Observation

ALL ARE

CORRECT

58. Knowing your men and looking out for
their welfare will assist you in obtain-
ing their willing obedience, confidence,
respect, and loyal cooperation.
One way of looking out for their welfare
is to keep your men informed. Within
the limits of security requirements, a
leader must keep his men informed because
this encourages initiative, improves team-
work, and enhances morale.
The individual who knows the situation
and his mission is more E F F _ _ _ _ _ _ E
than one who does not.

EFFECTIVE	59. The well informed soldier normally has a better attitude toward the leader and the unit as a whole. The attitude of a soldier toward the leader will be one of confidence if the leader seeks responsibility and takes responsibility for his actions. You must take the initiative in the absense of orders. By seeking responsibility, you develop yourself professionally and increase your leadership ability. The leader who fails to accept responsibility will lose the C _ _ _ _ _ _ _ _ of his men.
CONFIDENCE	60. You as a leader must accept responsibility for all your unit does or fails to do. The principles of leadership are the fundamental truths of leadership and they will G _ _ _ _ you in taking acting and issuing orders.

GUIDE

61. You have now completed another component
of the concept of leadership flowchart.
FILL IN THE MISSING COMPONENTS

1.
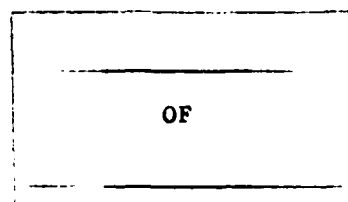
OF

2.

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5.

6.

OF

1. DEFINITION

    OF

    LEADERSHIP

2. LEADER

3. GROUP

4. SITUATION

5. BASIC RESPON-

    SIBILITIES

6. TRAITS

7. PRINCIPLES

    OF

    LEADERSHIP

62. The concept of leadership flowchart now

     looks like this:
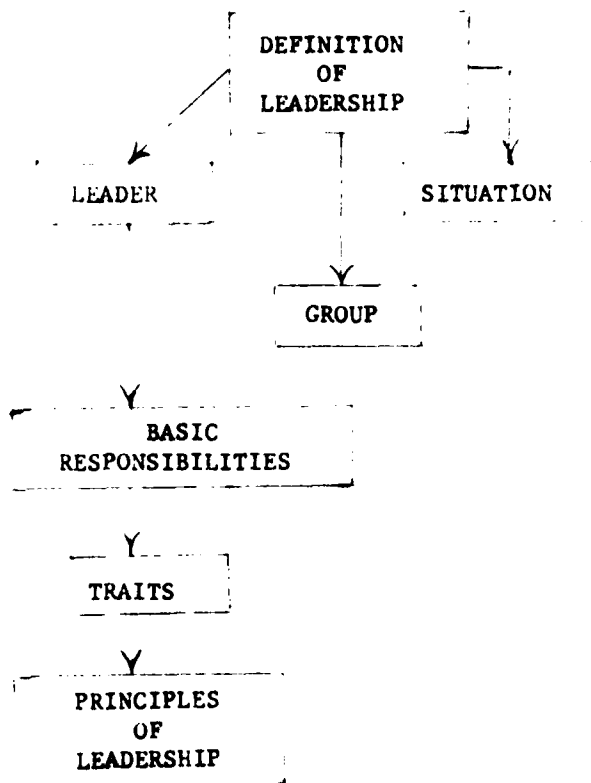
Now that you have an understanding of

the definition of leadership and the

leader element of leadership, you are

ready to learn about another element.

This next element is concerned with the

men you will lead, and in this case,

the element is referred to as the

_ _ _ _ _.

GROUP

63. Your objective is to influence and direct man; he is of prime concern. We assess our effectiveness by the manner in which he performs. This man is a part of the _ _ _ _ _ that you will lead.

GROUP

64. The group affects leadership decisions in two ways; as a group and as an aggregation of individuals. How well the men work together as a team will impact on your decisions when the mission or situation dictates a group effort. In all cases the personalities of the individual members of the group must be considered. As a leader you should always make every effort to understand the needs and desires of each man that makes up the _ _ _ _ _.

GROUP

65. As stated previously, your objective

is to influence and direct man because

he is of prime concern in how well you

accomplish your mission. In order to

utilize the finest fighting man in the

world today, you must understand the

forces that motivate man.

Just as the leader must make a constant

effort to thoroughly understand himself,

he must understand the needs and desires

of the _ _ _ he leads.

MEN

66. It is not necessary that a leader be a
psychologist but he must have a basic
understanding of the forces that drive
man. These are the basic human needs and
they are categorized as physical needs
and learned needs.

PHYSICAL	LEARNED
1. FOOD	1. SECURITY
2. SHELTER	2. SOCIAL APPROVAL
3. WATER	3. RECOGNITION
4. REST	
5. NORMAL BODY FUNCTIONS	

Which of the two basic human needs are
required in order to survive?

(CHOOSE ONE)

a. Physical needs

b. Learned needs

PHYSICAL NEEDS	67. The physical needs of food, water, rest, shelter, and normal body functions are those needs which man must have to survive. The desire to satisfy a physical need may M _ _ _ _ _ _ the individual to behave in a specific manner.
MOTIVATE	68. In most cases the Army provides the men with food, water, rest, and shelter. Therefore, your primary concern to satisfy the physical needs will be under more austere conditions such as field training and during combat. Physical needs for all men are: (CHOOSE ONE) a. Similar b. Not similar

a. SIMILAR	69. The physical needs are similar for all men; whereas, learned needs--security, social approval, and recognition--tend to be held in common by all people of the same <u>culture</u>. Learned needs concern man's relationships with other men. The learned needs are those needs which man has obtained by observing other in his C _ _ _ _ _ _ and determining that their needs are his needs also.
CULTURE	70. Learned needs are acquired by the individual throughout his life as he learns what is valued by others in his culture and the importance of others to his own well being. The learned needs are: (CHOOSE MORE THAN ONE) a. Security b. Normal Body Functions c. Shelter d. Recognition e. Social Approval f. Clothing

SECURITY

RECOGNITION

SOCIAL APPROVAL

71. The learned needs can be as strong as
the more basic physical needs and men
will react to achieve their satisfaction.
The learned need, security, can be
satisfied if the individual is kept
informed, if he knows what is required
of him, if he knows his job, and if he
knows that his leaders know their jobs
and that they are looking out for his
welfare.

Select the factor that would best satisfy
the security need.

a. Changing situation

b. Frequent transfers

c. Predictable environment

c. PREDICTABLE
ENVIRONMENT

72. The learned need, social approval, normally
is supplied by those with which the individ-
ual associates. The desire for group
approval is one of the strongest urges of
man. He will put forth great efforts to
win this approval.

Select the action that you as a leader can
take to best assist group approval of a
new man in your unit.

a. Show favoritism to the new man.

b. Insure that he is properly received
and integrated into your unit.

c. Give less attention to the new man.

b. PROPERLY
    RECEIVED AND
    INTEGRATED

73. As a leader you cannot give a man social
     approval, but you can help him to be
     approved by the group by properly intro-
     ducing him and making him feel welcome.
     The learned need, recognition, can be
     satisfied when you recognize the individ-
     ual for what he is and what he can do.
     Men feel the need for frequent tangible
     proof that they are getting ahead.
     Some examples of tangible proof would be:
     (CHOOSE ONE OR MORE)

     a. Promotions

     b. Badges

     c. Awards

     d. Passes

ALL ARE

CORRECT

74. Recognition can also be intangible such

as a good word or a pat on the back.

Men work hard to gain some measure of

success, and if recognition is not forth-

coming, will eventually quit or exhibit

another pattern of behavior.

MATCH THE FOLLOWING:

1. SLEEP _____

2. RECOGNITION _____

3. WATER _____

4. NORMAL BODY _____   a. PHYSICAL
   FUNCTIONS   NEED

5. SECURITY _____   b. LEARNED
    NEED

6. SELF-ESTEEN _____

7. SOCIAL
   APPROVAL _____

---

1. a

2. b

3. a

4. a

5. b

6. b

7. b

75. You, as the leader, are in a position to

assist in the satisfaction of man's basic

HUMAN NEEDS	76. When you satisfy man's basic human needs you will develop a better adjusted and M O _ _ _ _ _ E D man and will reduce many of the problems of maladjustment.
MOTIVATED	77. When the men realize that the leader is interested in them, it will go a long way toward strengthening the bond of mutual confidence and respect. Name the two classes of basic human needs. a. _ _ _ _ _ _ _ _ _ _ _ _ _ b. _ _ _ _ _ _ _ _ _ _ _

a. PHYSICAL
   NEEDS

b. LEARNED
   NEEDS

78. You should now be able to fill in the following components of the concept of leadership flowchart.

1.

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OF
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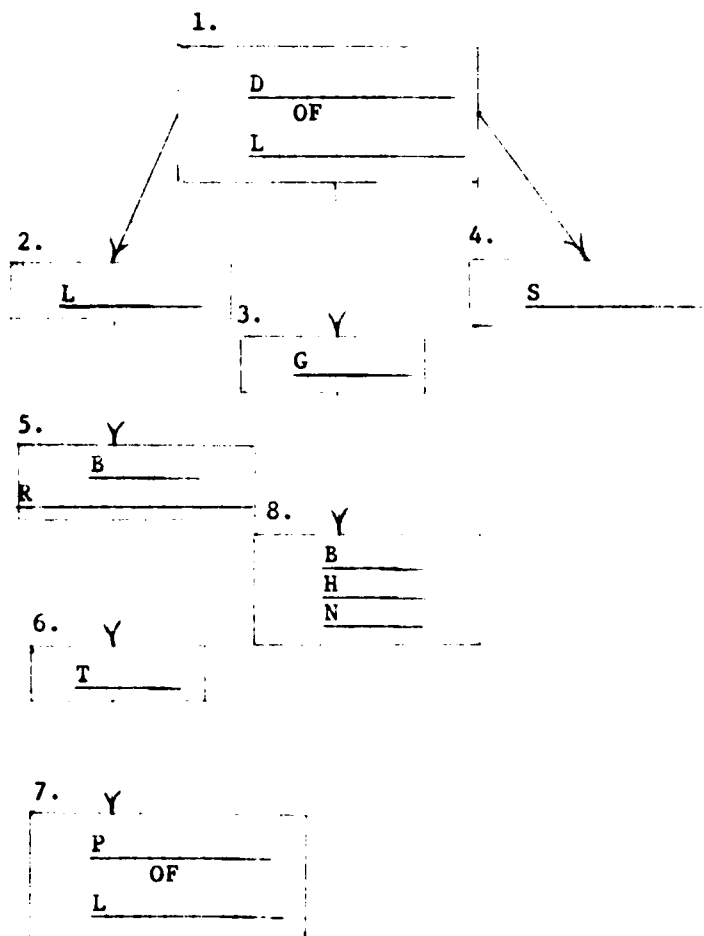
1. DEFINITION OF LEADERSHIP 2. LEADER 3. GROUP 4. SITUATION 5. BASIC RESPON-SIBILITIES 6. TRAITS 7. PRINCIPLES OF LEADERSHIP 8. BASIC HUMAN NEEDS	79. You have now learned two of the three elements of the leadership environment. They are the _ _ _ _ _ _ and the _ _ _ _ _ _.
LEADER GROUP	80. The third element of the leadership environment is the situation. The situation comprises the assigned mission and environmental and other factors beside the leader and the group that affect mission accomplishment. Select the factor that best depicts a situation element. (CHOOSE ONE) a. The leader's knowledge b. Group experience c. Combat

c. COMBAT	81. Environments and missions range from the inherent confusions, urgency, and fast action of battle to the routine, recurring, and familiar nonbattle situation. Would you say that: (SELECT ONE) a. No two situations are exactly the same. b. Most situations are alike.
a. NO TWO SITUATIONS ARE EXACTLY THE SAME.	82. Each situation must be faced as a new and separate problem with its own answer and there must be a continuous evaluation of the situation as it changes. The various situations that confront a leader require substantial leadership: (CHOOSE THE BEST ANSWER) a. Experience b. Training c. Adaptability

c. ADAPTABILITY	83. Up to this point you have learned the definition of leadership realizing it is the _____ of influencing and directing man in such a way as to gain his confidence and respect.
ART	84. You have learned the three elements of the leadership environment. Fill in the three elements. a. The ___ ___ ___. b. The ___ ___ ___. c. The ___ ___ ___.
a. THE LEADER. b. THE GROUP. c. THE SITUA- TION	85. You know the leader has two basic responsibilities. Fill in the two basic responsibilities of a leader. a. A ___ ___ the ___ ___. b. L ___ ___ for the ___ ___ of the men.

a. ACCOMPLISH THE MISSION b. LOOK OUT FOR THE WELFARE OF THE MEN	86. In looking out for the welfare of his men and to know how to motivate man, the leader must satisfy man's basic human needs. Name the two classes of basic human needs. a. _ _ _ _ _ _ _ _ needs. b. _ _ _ _ _ _ _ needs.
a. PHYSICAL b. LEARNED	87. You also learned that leadership revolves around the meeting of two or more personalities which are nothing more than the sum total of an individual's: (CHOOSE ONE) a. Objectives b. Morals c. Traits d. College credits
c. TRAITS	88. The leader must know his strongest traits so that he can capitalize on them. At the same time, he must also know his _ _ _ _ _ _ _ _ traits so that he can develop them.

124

WEAKEST	89. The leader must determine to what degree he possesses the 14 desirable traits of a leader. This can be done by evaluating his personality. Which is the best evaluation method? (CHOOSE ONE) a. Have a very close friend evaluate your personality. b. Conduct an honest self evaluation. c. Have a senior or subordinate evaluate your personality.
b. CONDUCT AN HONEST SELF EVALUATION	90. You understand that all leaders need rules or guidelines to aid them in the exercise of command. These fundamental truths of leadership are called the _ _ _ _ - _ _ _ _ _ of _ _ _ _ _ _ _ _ _ _ _ .

PRINCIPLES

OF

LEADERSHIP

91. Up to this point you have learned and
filled in the following components of the
concept of leadership flowchart.

```
                    DEFINITION
                        OF
                    LEADERSHIP

        LEADER                    SITUATION

                         GROUP

          BASIC
      RESPONSIBILITIES
                                BASIC
                                HUMAN
                                NEEDS
              TRAITS


          PRINCIPLES
              OF
          LEADERSHIP
```
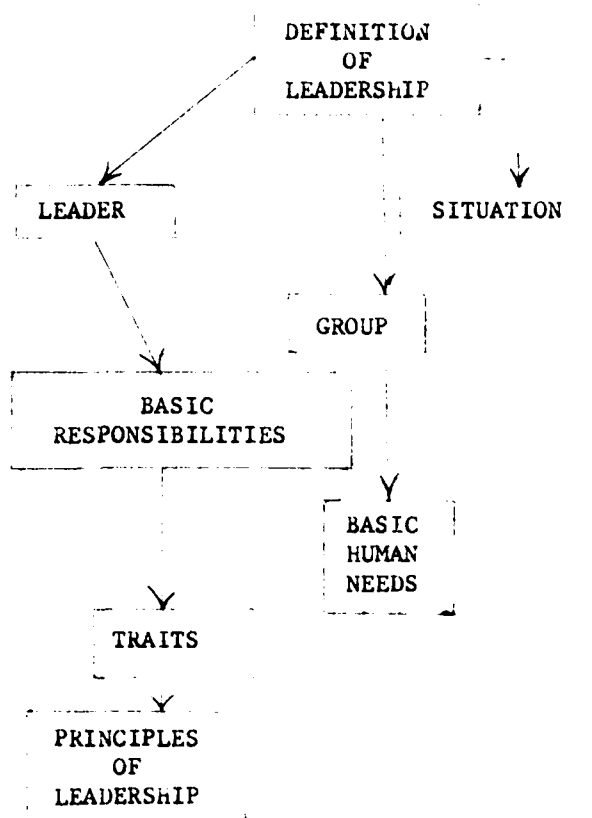
Using the traits and the P _ _ _ _ _ _ _
of leadership as guides in the exercise of
your command, you are now ready to take
action and issue orders.

PRINCIPLES

92. Leadership actions and orders are techniques used by the leader to implement courses of action considered appropriate for the accomplishment of one or more of his basic responsibilities.

Can you, as a leader, be completely sure that every action you take or order you issue is correct?

a. YES

b. NO

b. NO

93. As a leader, you can't be completely sure, but you can increase your chances for success by using a sound analytical approach in solving your problems. The leadership problem solving process is just such an approach.

LEADERSHIP PROBLEM SOLVING PROCESS

1. Recognize the problem.

2. Make an estimate of the situation.

3. Determine the cause.

4. Determine possible solutions.

5. Evaluate possible solutions.

6. Select the best solution.

7. Take action.

Before the leader can apply this process he must have a good understanding of the three elements of leadership which are the _ _ _ _ _ _ _ the _ _ _ _ _ _ and the _ _ _ _ _ _ _ _ _ _ _.

LEADER

GROUP

SITUATION

94. Later you will receive additional information about the problem solving process and have the opportunity to put it to use during the conduct of the Leader's Reaction Course.

When you are ready to take action, armed with the correct solution, the action may be ineffective if you do not issue the order correctly. The leader must communicate effectively. In other words, orders, though perfectly sound, may prove worthless because of I N E _ _ _ _ _ _ _ _ communication.

INEFFECTIVE

95. The leader must not only convey

intelligible information he must

also be certain that this information is

completely understandable to the recip-

ient.

In addition, the leader may predeter-

mine the soundness of an action or an

order by examining his proposed tech-

niques to determine whether they:

(SELECT MORE THAN ONE)

a. Are guided by the principles of

leadership.

b. Have been used by famous generals.

c. Accomplish or aid in the accomplish-

ment of one or both of the leader's

basic responsibilities.

d. Take advantage of his strong traits.

a, c & d ARE

CORRECT

96. You should now be able to fill in the
next component of the concept of leader-
ship flowchart.

DEFINITION
OF
LEADERSHIP

LEADER   SITUATION

GROUP

BASIC
RESPONSIBILITIES

BASIC
HUMAN
NEEDS

TRAITS

PRINCIPLES
OF
LEADERSHIP

A
AND
O

ACTIONS AND
ORDERS

97. After action has been taken and
orders given, your subordinate must
be left reasonably free to accomplish
his assigned tasks. Each leader, at
all levels, must however supervise to
check on the status of the tasks.
A good leader will undoubtedly find
that he will spend much _ _ _ _ (less
or more) time in the supervision of
action which is under way than he will
in the formulation and issuance of
actions and orders.

MORE

93. However, this supervision must be done
without undue harassment. The proper
method of supervision is to give a man
a task to do, check upon the progress
of the task during the work, and then
check upon accomplishment at the end.
Checking during the task gives the
worker the opportunity to ask any
necessary questions. Also, it gives
you the opportunity to make sure:
(CHOOSE ONE)

a. That the individual likes the task.

b. That the individual has not mis-
interpreted the task.

c. That the individual is not goofing
off.

b. THAT THE INDIVIDUAL HAS NOT MIS- INTERPRETED THE TASK.	99. The purpose of checking upon the task at the end is to insure that the end product is exactly what you _ _ _ _ _ _ _ _ _ _ _ _.
DESIRE OR WANT	100. The frequency of checking depends on the task, the individual, and prior experience with the task. Be sure that you do not oversupervise because over supervision will _ _ _ _ _ _ a subordinates initiative.

STIFLE,

SUPPRESS OR

ANY SYNONYM

101. Fill in the components of the concept

of leadership flowchart.

1.
D
OF
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9.
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AND
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10.
S

1. DEFINITION OF LEADERSHIP	102. Now, let's say that you have joined a unit. Is there any way that the leader can determine his ability as a leader and the probable combat effectiveness of his unit? Yes, by making a continuous evaluation of his unit in light of the indications of leadership or by determining to what degree the indications are present in his unit. The four indications of leadership are morale, discipline, esprit de corps, and proficiency.
2. LEADER	
3. GROUP	
4. SITUATION	
5. BASIC RESPONSIBILITIES	
6. TRAITS	
7. PRINCIPLES OF LEADERSHIP	
8. BASIC HUMAN NEEDS	
9. ACTIONS AND ORDERS	Just as instruments in an airplane tell you how well the airplane is performing, the indications of leadership can be
10. SUPERVISION	used as a _ _ _ _ _ in evaluating your unit.

GAUGE, MEASURE OR ANY SYNONYM	103. The indications of leadership-- morale, discipline, esprit de corps, and proficiency--can be used as a gauge in evaluating your unit. Your evaluation should be continuous and it will assist you in determining whether your unit is effective and is able to accomplish its assigned missions. Not only do the indications of leadership provide evidence of success, they also provide evidence of $\underline{F}$ _ _ _ _ _ _.
FAILURE	104. As you evaluate your unit, you may discover problems that are adversely affecting one or more of the indications of leadership with a consequent decrease in unit effectiveness. A problem exists in a unit when an incident occurs or conditions exist which adversely affect one or more of the indications of leadership. Recognition of this problem is the first step of the problem _ _ _ _ _ _ process.

SOLVING	105. All four indications of leadership contribute to the effectiveness of a unit and are to some extent inter- dependent. For example, a low AWOL rate might well indicate not only good disci- pline but high morale and _ _ _ . _ _ _ _ _ _ _ _.
ESPRIT-DE- CORPS	106. Therefore, in the following discussion it should be recognized that certain factors may have an effect on more than one of the indicators. Following that reasoning, you can conclude that the absence or lessening of one indi- cation could A _ _ _ _ _ _ _ Y affect or destroy the others.

ADVERSELY

107. In order to better understand the
value and use of these indicators let's
discuss each of them in more detail.
Morale is the individual's state of
mind. It depends upon his attitude
towards everything that affects him--
his fellow soldiers, his leaders, Army
life in general, and other things
which are important to him.
From this we can see that morale is
closely related to the satisfaction of
a man's _ _ _ _ _ _ _ _ _ _ needs.

BASIC HUMAN

103. In order to develop high morale,

the leader must satisfy man's basic

human needs and if an individual has a

problem, attempt to solve the problem

or help him to solve his own problem.

Morale is reflected in such things as

a soldier's: (CHOOSE MORE THAN ONE)

a. Appearance

b. Military courtesy

c. Personal conduct

d. Mutual trust

---

a, b, c, AND d
ARE ALL CORRECT

109. You can measure morale by close observa-

tion of your men in their daily activities,

by inspections, by formal and informal

interviews, and by evaluation of reports.

Select those reports that you feel would

be valuable in determining the morale

of the men in your unit.

(CHOOSE MORE THAN ONE)

a. Arrests

b. Requests for transfer

c. Sick call rate

d. Reenlistment rates

a, b, c, and d ARE ALL CORRECT	110. Remember that the state of morale does not remain the same; rather, it is constantly changing. Therefore, when evaluating your unit in light of morale, keep in mind that it is not a one shot deal but a _ _ _ - _ _ _ _ _ _ _ evaluation.
CONTINUOUS	111. Discipline is the individual or group attitude that insures prompt obedience to orders and initiates appropriate action in the absence of orders. It helps the soldier to withstand the shock of battle and gives order and meaning to military life. Discipline is very necessary in the Army to: (CHOOSE ONE) a. Punish those who violate rules. b. Assist the soldier to face difficult situations without faltering. c. Eliminate overfamiliarity. d. Insure that soldiers will be punctual.

b. ASSIST THE
    SOLDIER TO
    FACE DIFFI-
    CULT SITUATIONS
    WITHOUT FALTER-
    ING.

112. Discipline within a unit insures
      stability under stress; it is a pre-
      requisite of predictable performance.
      Which of the following factors would
      be most helpful in evaluating the
      status of discipline in your unit?
      (CHOOSE MORE THAN ONE)

      a. Proper conduct of individuals on
          and off duty.

      b. Requests for transfer.

      c. Number of personal problems.

      d. Adherence to the chain of command.

a AND c ARE

CORRECT

113. Other factors you might use in evaluating the status of discipline in your unit might be:

1. Devotion to duty.

2. Attention to details.

3. Standards of cleanliness, dress, and military courtesy.

4. Ability and willingness to perform effectively with little or no supervision.

Which one of the following methods do you think would be most helpful in developing discipline?

(CHOOSE ONE)

a. Insure that all soldiers who are late for formations are punished.

b. Refer all problem soldiers to the company commander.

c. Maintain a balanced system of rewards and punishments.

---

c IS THE

CORRECT ANSWER

114. One of the best methods to develop discipline is by instituting a fair and impartial system for punishment and an equitable distribution of privileges and rewards.

So far you have learned two of the four indications of leadership. They are

and   .

MORALE

DISCIPLINE

115. Sometimes confused with morale is the "esprit-de-corps" indicator. You should recall that morale is the individual's state of mind. Esprit-de-corps is the loyalty to, pride in, and enthusiasm for the unit shown by its members. It **is a unit** spirit.

Select the best factors for evaluating the esprit-de-corps in a unit. (CHOOSE MORE THAN ONE)

a. A strong competitive spirit.

b. Expressions from the men showing enthusiasm for and pride in their unit.

c. High reenlistment rate in the unit.

d. High morale.

---

a, b, AND c
ARE THE CORRECT
ANSWERS

116. Esprit-de-corps is the unit's personality and expresses the unit's will to fight and win in spite of seemingly insurmountable odds.

_____ is associated with the individual's attitude; whereas, _____ _____ relates to the unit's attitude.

MORALE ESPRIT
DE-CORPS

117. Proficiency is the fourth indicator of leadership. It is the technical, tactical, and physical ability of the individual and the unit to perform the job or mission. Unit proficiency is the sum of the skills of all the individuals in the unit welded together by the leader into a smoothly functioning team.

Proficiency results largely from:

(CHOOSE ONE)

a. Training

b. Strong supervision

c. Civilian education level of the men in your unit.

TRAINING

118. Proficiency gives the individual soldier a feeling of confidence and security. He feels confident because he knows he can do his job and he feels secure because he knows the others around him know their job also.

Proficiency is related to which of the basic human needs?

a. Physical needs

b. Learned needs

LEARNED NEEDS

119. Your unit will attain proficiency when you demand high standards of individual and group performance. Which of the following factors would you consider in evaluating proficiency in your unit?

(CHOOSE MORE THAN ONE)

a. Troop leading ability of junior leaders.

b. Promptness and accuracy in disseminating orders, instructions, and information.

c. Degree of skill demonstrated when accomplishing tasks.

d. Reaction time of the unit under various situations and conditions.

ALL SHOULD
BE CONSIDERED

120. As determined previously, proficiency results largely from training; therefore, as a leader, supervision of training should take much of your time.

Through training you develop the positive indications of leadership.

Because the indications of leadership are interrelated and interdependent you must seek to develop them:

(CHOOSE ONE)

a. Separately

b. Concurrently

b. CONCURRENTLY | 121. Since the indications of leadership are

interrelated and interdependent, they

mutually assist or adversely affect one

another. Just as low morale can affect

discipline, poor esprit-de-corps can

affect _ _ _ _ _ _ _ _ _ _ _.

PROFICIENCY | 122. The development of the indications of

leadership is a continuous process which

must be carried out at all times particu-

larly during training and operations of

your unit.

Match the indicators to the specific steps

that will develop each.

a. Morale	-----	Using competition to develop teamwork.
b. Discipline	-----	Fair and impartial system for punishment/and an equitable system of rewards
c. Esprit-de-corps	-----	Recognize individual performance and convince him of his importance to the unit.
d. Proficiency	-----	Provide cross training.

c.

b.

a.

d.

123. Now let's see if you can update the

concept of leadership flowchart.

1.

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OF

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4. S

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6. Y

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9. A

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10. Y

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11.

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OF

L

1. DEFINITION OF
    LEADERSHIP

2. LEADER

3. GROUP

4. SITUATION

5. BASIC RESPON-
    SIBILITIES

6. TRAITS

7. PRINCIPLES OF
    LEADERSHIP

8. BASIC HUMAN
    NEEDS

9. ACTIONS AND
    ORDERS

10. SUPERVISION

11. INDICATIONS
     OF LEADERSHIP

124. Once you, the leader, have determined to
what degree the indications of leadership
are developed in your unit, you must con-
tinue to evaluate your unit in light of
morale, esprit-de-corps, discipline, and
proficiency. This continuous evaluation
will indicate to you:

a. Your effectiveness as a leader.

b. If and where you have any leadership
problem areas.

c. The probable combat effectiveness of
your unit.

We say probable combat effectiveness because
we never know what the unit will do until
it is under fire.

A combat effective unit is the primary
_ _ _ _ of all leaders.

GOAL	125. Everything that the leader does, every technique he employs is aimed at just one goal--the development of a _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _.
COMBAT EFFECTIVE UNIT	126. You, as a leader, must develop, train, and maintain a unit that is capable of accomplishing any _ _ _ _ _ _ _ assigned or indicated at any place or time with the minimum loss of time, men, and equipment.

MISSION

127. At this time you should be able to construct the complete concept of leadership flowchart.

OF

OF

AND

OF

1. DEFINITION OF LEADERSHIP	128. The flowchart you have completed and learned is the _ _ _ _ _ _ _ of _ _ _ _ _ _ _ _ _ _ as it should be practiced.
2. LEADER	
3. GROUP	
4. SITUATION	
5. BASIC RESPON- SIBILITIES	
6. TRAITS	
7. PRINCIPLES OF LEADERSHIP	
8. BASIC HUMAN NEEDS	
9. ACTIONS AND ORDERS	
10. SUPERVISION	
11. INDICATIONS OF LEADERSHIP	
12. COMBAT EFFEC- TIVE UNIT	
CONCEPT OF LEADERSHIP	129. You have completed the programmed course in the concept of leadership.

REVIEW AND EVALUATION

The Programmed Unit in the Concept of Leadership was reviewed
by one faculty member and five students from the Command and General
Staff College. After reviewing the unit, the achievement test was
administered to each reviewer. The purpose of the review was to solicit
their opinion of the lesson and criterion test. All reviewers concluded
that the lesson in all likelihood could eliminate the duplication of
instruction defect. (APPENDIX C)

Such a review cannot be considered a pilot test or validation
of the programmed unit, but it was used to determine if the qualified
reviewers felt that the instrument warranted further and broader testing.
Proper testing would involve the programmed unit and achievement test
be administered to an adequate sample size group of recent Reserve
Officer Training Corps graduates prior to attending the Infantry Officer
Basic Course and a group of Infantry Officer Basic Course students having
just completed formal platform instruction on the concept of leadership.
Both groups must be tested and the test scores from both groups com-
pared to determine if the students who worked the self-instructional
programmed unit did as well as the instructed group. Such a test is
necessary to determine the validity of the instrument. However, conclu-
sions can be drawn from the aforementioned review that the self-instruc-
tional programmed unit can meet its purpose and that it warrants further
testing.

FOOTNOTES

1. It should be noted here that the basic content of the material presented in this chapter is that of the Command and Leadership Committee, USAIS.

CHAPTER VII

FINDINGS AND RECOMMENDATIONS

The primary purpose of this final chapter is to briefly summarize each discussion chapter pointing out pertinent facts and findings that were ascertained during the conduct of research and investigation. In addition, several recommendations are made concerning how the findings can improve leadership instructional techniques.

SUMMARY

The purpose of this thesis was to determine if there is unwarranted duplication of leadership instruction presented to Infantry Officer Basic Course students and the likelihood of programmed instruction promising to partially overcome the defect. Investigation involved researching general background material in leadership instruction content and methods of programming. During the investigation it was necessary to determine if in fact the concept of leadership had ever been programmed to do this; the writer surveyed the USCONARC list of programmed lessons, card files, and catalogs in the Command and General Staff College library, and interviewed the Operations Officer of the Command and Leadership Committee, USAIS. The foregoing research failed to turn up any programmed leadership instruction. Following the initial research the thesis outline was structured into seven chapters.

Chapter II describes the concept of leadership and basically how it is presented at the U. S. Army Infantry School. The concept of

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leadership is a framework of definitions, techniques, and indicators
that lead to a combat effective unit. Important components of the
concept include the following:

1. The Leader

2. Basic Responsibilities

3. Traits

4. Principles

5. Man

6. Actions and Orders

7. Supervision

8. Indications of Leadership

9. Combat Effective Unit

The above mentioned components are to be used as basic tools and
guides to aid the leader in exercising his leadership ability.

Chapter III concerns itself with a review and analysis of exist-
ing leadership programs of the U. S. Army Infantry School and the Reserve
Officer Training Corps program to determine the scope of instruction and
whether or not there is an overlap of instruction. Investigation re-
vealed that USCONARC directed the U. S. Army Infantry School to be the
proponent agency for leadership instruction. In this capacity the U. S.
Army Infantry School is responsible for leadership research and doctrine
to be used in USCONARC schools. In light of this it was found that
Reserve Officer Training Corps and Infantry Officer Basic Course program's
of instruction teach and define the same concept of leadership. Leader-
ship instruction in the Reserve Officer Training Corps program involves
some 16 hours devoted to the concept of leadership. The impact of the
duplication of instruction is demonstrated during Infantry Officer Basic

Course training when the student receives approximately five hours of classroom instruction on the same concept of leadership.

Chapter IV defines programmed instruction in general, programmed instruction in the Army, and describes various formats. Programmed instruction is the proposed method to eliminate apparent duplication of the concept of leadership instruction. Such programmed instruction is a mechanized method of teaching based on certain characteristics such as individual effort, stimulus, response, reinforcement, and cycle. This relatively new teaching technique has enjoyed success in the field of civilian education and within the Army's educational program. After determining that the concept of leadership could be programmed the constructed-response, linear format was selected because of favorable attributes such as ease of presentation, wider use, and logical frame sequencing. A programmed instructional unit is a teaching method that will serve the purpose of a review for those students who need it or teach those who require more than a brushup.

Chapter V discusses the determination of goals, performance objectives, development of the achievement test, and preparation of the lesson outline. In developing the lesson for programmed instruction, four steps were used to prepare the concept of leadership.

1. Determine the overall educational goal the program is to achieve.

2. Define specific performance objectives or what the student needs to know about the subject.

3. Construct a comprehensive achievement test to measure or sample accomplishment of the performance objectives.

4. Preparation of the lesson outline covering the concept in a logical sequence.

Chapter VI is the concept of leadership programmed unit and its evaluation. The unit contains 129 frames that cover the ten concept of leadership student performance objectives. This unit was evaluated by one faculty member and five students from the Command and General Staff College. All reviewers concluded that the lesson in all likelihood could eliminate the duplication of instruction defect.

FINDINGS

Findings drawn from the research have a direct bearing on leadership instruction efficiency. They support the purpose of this thesis and prove the two hypotheses to be true.

1. There appears to be a widespread duplication of instruction between the Reserve Officer Training Corps, leadership program, and Infantry Officer Basic Course leadership instruction.

2. Programmed instruction can serve as a review of previous instruction.

3. The concept of leadership can be programmed in a self-instructional unit.

4. It is possible that a programmed instructional course will adequately cover the performance objectives of the concept of leadership.

5. The use of the concept of leadership self-instructional unit could partially eliminate the duplication of instruction defect.

RECOMMENDATIONS

The following recommendations are offered as courses of action that should be considered by the U. S. Army Infantry School and other Army service schools. Implementation of the recommendations should

improve leadership instruction efficiency for Infantry Officer Basic
Course students.

1. The concept of leadership should not be eliminated from the
Infantry Officer Basic Course program of instruction.

2. All unnecessary duplication of formal instruction should be
eliminated.

3. The concept of leadership self-instructional programmed unit
should be tested by the Command and Leadership Committee at the U. S.
Army Infantry School.

NEEDED RESEARCH

1. Other areas where the concept of leadership self-instruction-
al programmed unit could be used such as correspondence and extension
courses should be investigated by interested Army service schools.

2. The time spent teaching the concept of leadership and the
current validity of the content of the concept of leadership should be
studied in light of more current leadership situations and case studies.

APPENDIXES

APPENDIX A

DESIRABLE TRAITS OF A LEADER CHECKLIST

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DESIRABLE TRAITS OF A LEADER   LL(B, O, G, K, U, L, 8)20

CHECKLIST

The exercise of personal leadership traits determines the nature of your influence--whether your men follow you with confidence, respect, willing obedience, and in a spirit of cooperation. The grade you hold gives you authority--the right to direct and to supervise. However, to do an efficient job--to get the most out of the men you are leading--vested authority alone is not sufficient. The success of your unit and the satisfaction of your men in the accomplishment of a mission can only result from the nature of your influence over the group.

The following checklist covering fourteen desirable traits of a leader is offered as a guide to assist you in making a self-evaluation. If you have deficiencies and recognize them, you have a basis for improvement. You will have to be the judge as to whether you possess these traits in a sufficiently high degree to command the confidence, respect, obedience, and loyal cooperation of your men or whether you need further development. The checklist for each of the traits is prefaced by notes showing the definition and value of each trait. Following the checklist are suggestions for developing them. The five columns represent the degrees of superior, excellent, very satisfactory, satisfactory and unsatisfactory.

1. KNOWLEDGE. Acquired information including professional knowledge and an understanding of your subordinates.

Value: Knowledge will enable you to do your job; to employ and supervise your men more effectively; to plan; to anticipate; to solve problems; to determine how well the work is being accomplished.

Checklist:

	SUP	EX	VS	S	U
Do I know my job?					
Do I keep myself thoroughly posted concerning any changes in the scope of my work?					
Do I think of the ways and means by which I can improve the performance of my unit?					
Do I continually try to increase my knowledge?					
Do I try to improve myself?					
Do I ask questions when I don't know?					
Do I try to learn from my men their interests, abilities, and the state of their welfare?					
Am I prepared to perform the duties of the next higher rank?					

Suggestions for developing:

Study: Pertinent manuals, regulations, training directives, battle operations, military campaigns.

Read: The service periodicals and books on the Department of the Army Reading List.

1

Read: Daily newspapers and weekly magazines and try to evaluate current news impartially and correctly.

Form the habit of developing a serious conversation on military subjects.

Be alert, listen, observe, conduct research on matters you do not understand.

Evaluate your experience and the experience of others.

2. COURAGE. Physical and moral--a mental quality which recognizes fear of danger or criticism but enables the individual to meet danger or opposition with calmness and firmness. Moral courage is the recognition of what is right and just and the adherence thereto in spite of criticism and without hope of reward.

Value: Courage will assist you to accomplish your objective regardless of the physical danger encountered, and to recognize and stand up for what you know to be right, even in the face of adversity or condemnation.

Checklist:

Do I control my fear by forcing myself to do my duty even though it involves those things of which I am afraid?

Do I look for and readily accept responsibilities?

Do I accept the blame when I am at fault?

Do I practice speaking in a calm tone and keep an orderliness in my thought processes in order to develop self-control and calmness?

Do I stand for what is right in the face of popular condemnation?

SUP	EX	V S	S	U

Suggestions for developing:

Study and understand your emotion of fear.

Control your fear by developing self-discipline and calmness.

Speak in a calm tone; keep an orderliness in your thought processes; don't exaggerate physical danger or adversity in your own mind.

If you fear doing certain things in your daily life, force yourself to do these things until you conquer them.

Stand for what is right in the face of popular condemnation.

Look for and readily accept responsibilities.

Accept the blame when at fault.

3. INITIATIVE. The quality of seeing what has to be done and commencing a course of action.

Value: Initiative will enable you to originate and carry through an action to completion; to meet needs and problems for which no previous solution may be at hand.

2

Checklist:

Do I fully accept the responsibility of my job as a leader?

Do I frequently check myself for laziness, mental as well as physical, and force myself to action?

Do I think ahead?

Do I willingly assume greater responsibility?

Do I look for things that need to be done and do them without being told and without hesitation?

SUP	EX	VS	S	U

Suggestions for developing:

Evaluate yourself for laziness--mental as well as physical.

Develop habits of staying mentally and physically alert.

Train yourself to recognize task that need to be done and do them without having to be told and without hesitation.

Think ahead.

4. DECISIVENESS. Ability to make decisions promptly and then express them in a clear and forceful manner.

Value: Decisiveness will help you instill in your subordinates a feeling of confidence in their leader. Coupled with an ability to make wise decisions, it eliminates uncertainty and helps build discipline.

Checklist:

Do I make up my mind promptly?

Do I issue directions in a clear, forceful manner?

Do I take a positive attitude toward overcoming difficult problems rather than "putting it off until tomorrow"?

In making decisions do I:

Get all the facts?

Weigh the facts?

Decide on a course of action?

Check results?

Evaluate results?

Do I accept responsibility for my work, consulting my superior only when I am in doubt?

SUP	EX	VS	S	U

3

Suggestions for developing:

Learn to be positive in your actions. Don't delay; don't "beat around the bush."

Get the facts, make up your mind, and then issue orders in a clear, forceful manner.

Check decisions you have made to determine if they are sound.

Check decisions made by others. If you do not agree, think _why_; then determine if your reasons for disagreement are sound.

Broaden your viewpoint by studying the actions of others.

Take advantage of the experience of others. Learn from their mistakes.

5. TACT. The ability to deal with others without creating offense.

Value: Tact helps to maintain self-esteem and self-confidence in your subordinates and assists in fostering pleasant human relations.

Checklist:

SUP	EX	VS	S	U

Do I try to treat others as I expect to be treated?

Am I courteous, friendly, and cheerful?

Do I give the other man a chance to "save face" when he is wrong?

Have I been able to overcome personal dislikes for certain people and give them the same treatment which I accord others?

Do I control my temper?

Do I resist the temptation to "have the last word"?

Do I praise my men when they deserve it?

Do I share with my men their hazards and hardships?

Am I as tactiful with my men as I am with my commanders?

Suggestions for developing:

Be courteous.

Be cheerful.

Have consideration and regard for others.

Study the actions of successful leaders who enjoy a reputation for being able to handle human relations skillfully.

Study different types of personalities; gain a knowledge of human nature.

Develop the habit of cooperating in spirit as well as in fact.

4

Check yourself for tolerance; if at fault, correct this deficiency.

Practice the Gold Rule. "Do unto others as you would have them do unto you."

6. JUSTICE. <u>Being impartial and consistent in exercising authority.</u>

Value: Justice will help you to give every man his due according to his deeds. Few things will disrupt the morale and discipline of your men more than unfairness or partiality. Being just will stimulate your men to greater effort and achievement and give them a feeling of stability.

Checklist:

When I make corrections:

Do I give advice and encouragement?

Do I ever threaten?

Do I refuse to show favoritism?

Do I search my mental attitudes to determine if I hold any prejudices, and if so, do I rid my mind of them?

Am I impersonal and impartial when admonishing my men?

SUP	EX	VS	S	U

<u>Suggestions for developing:</u>

Search your mental attitudes to determine if you hold any prejudices and if so, rid your mind of them.

Analyze cases acted upon by leaders who have a reputation for being just.

Play no favorites.

Be honest with yourself.

Recognize those juniors worthy of commendation or award. Don't be known as one who dispenses only punishment.

7. DEPENDABILITY. <u>The certainty of proper performance of duty with loyalty to seniors and subordinates.</u>

Value: Dependability will instill in your men the confidence in your ability to lead and care for them. It will help you to gain respect and prestige.

Checklist:

	SUP	EX	VS	S	U

Have I developed the habit of honest thinking?

Do I accomplish every task to the best of my ability?

Am I exact in details?

Am I punctual?

Do I constantly endeavor to correct deficiencies in my unit?

Do I give adequate attention to the general welfare of my men?

Do I go out of my way to help a man in need?

Do I treat my men so that they come to me with their difficulties?

Have I conducted myself in such a manner that my men have confidence in my judgment and in my desire and ability to care for them?

Regardless of my own ideas, do I faithfully execute an order given to me by my seniors?

Suggestions for developing:

Develop the habit of honest thinking.

Do not make excuses.

Do every task assigned to you to the best of your ability regardless of personal beliefs.

Be exact in details.

Form the habit of being punctual.

Give adequate attention to the general welfare of your men.

Follow orders to the letter in spirit and fact.

8. BEARING. Creating a favorable impression in carriage, appearance, and personal conduct at all times.

Value: Bearing enables you to set an example of appearance and conduct for your men and maintain dignity under all circumstances.

Checklist:

SUP	EX	VS	S	U

Do I require of myself the highest standards in appearance and conduct?

Do I avoid the use of vulgarity?

Do I avoid coarse behavior?

Do I avoid excess in drinking liquor?

Do I habitually maintain a dignified demanor?

Suggestions for developing:

Require of yourself the highest standards in appearance and conduct.

Know and adhere to regulations concerning dress and conduct.

Avoid use of vulgar speech.

If you drink liquor, drink moderately.

Avoid coarse behavior.

Habitually maintain a dignified demeanor.

Avoid making a spectacle of yourself.

9. ENDURANCE. The mental and physical stamina measured by the ability to withstand pain, fatigue, distress, and hardship.

Value: Endurance enables you to function in an exemplary manner under great physical and mental strain.

Checklist:

SUP	EX	VS	S	U

Do I frequently examine myself for mental or physical laziness?

Do I practice physical training habits and tasks which will strengthen my body?

Do I frequently test my physical and mental endurance?

Do I force myself to study, even though I am tired and sluggish, in order to develop mental stamina?

Do I finish every task assigned to me to the best of my ability and as quickly as is possible?

Do I avoid nonessential activities which will lower my stamina?

Suggestions for developing:

Avoid nonessential activities that will lower stamina.

7

Cultivate physical training habits that will strengthen your body; learn to stand punishment by undertaking difficult physical tasks.

Test your endurance by frequently subjecting yourself to unusual physical and mental exercises.

Force yourself to study on occasions when you are tired and your mind is sluggish.

Form the habit of finishing every task to the best of your abilities.

10. ENTHUSIASM. The display of sincere interest and exuberance in the performance of duties.

Value: Enthusiasm will arouse intense interest of one's self, and others, in the accomplishment of the mission and will instill optimism and a "can do" spirit in your unit.

Checklist:

Am I cheerful and optimistic?

Do I have an intense interest in my work?

Do I make it a point to understand the "why" of seemingly undesirable assignments?

Do I capitalize on success to develop enthusiasm in my men?

Do I set aside a period of each day when I can set my mind free from concern about official matters?

SUP	EX	VS	S	U

Suggestions for developing:

Understand and believe in your mission.

Be cheerful and optimistic.

Explain to your men the "why" of uninteresting and distasteful jobs.

Capitalize on success. Enthusiasm is contagious and nothing will develop it more than the success of the unit or individual.

Don't get stale. Set aside a period every day to free your mind of official matters, and relax.

11. UNSELFISHNESS. The avoidance of providing for one's own comfort and personal advancement at the expense of others.

Value: Unselfishness will allow you to develop respect and gain the cooperation of your men. Men want a leader who will see that they have the best that can be provided for them by honest means under any circumstances. Therefore, you must put the comfort, pleasure, and recreation of your men before your own.

Checklist:

Do I avoid seeking comfort for myself before caring for my men?

Do I avoid using my rank or position to increase personal gain at the expense of others?

Do I see that my men have the best that I can provide for them?

SUP	EX	VS	S	U

Suggestions for developing:

Avoid seeking personal comfort at the expense of others. In order to do this, avoid using your position and rank to enhance your personal gain, safety, or pleasure.

Try to understand the problems, military or personal, of your men.

Give credit to your men for work well done.

12. INTEGRITY. Uprightness of character and soundness of moral principle; the quality of absolute truthfulness and honesty.

Value: Integrity is one of the most desired qualities of man and will cause both your seniors and subordinates to respect you. The nature of the military profession demands that there be no deviation from the highest standards of personal integrity.

Checklist:

Are my answers evasive?

Do I maintain high moral standards?

Am I honest and truthful with myself at all times?

Am I accurate and truthful in all of my statements?

Do I always stand up for what I believe to be right?

SUP	EX	VS	S	U

Suggestions for developing:

Practice absolute honesty and truthfulness with yourself at all times.

Be accurate and truthful in all of your statements, both official and unofficial.

Stand for what you know and believe to be right even in the face of adverse comment.

Whenever you are tempted to compromise, place honesty, sense of duty, and moral principles above all else.

13. LOYALTY. Faithfulness to country, the Army, your unit, your senior, and subordinates.

Value: Loyalty enables you to gain the trust and respect of your seniors and subordinates.

Checklist:

Do I defend my men against unfair criticism?

Do I pass on to my men orders from my seniors without the slightest hint of disagreement?

Do I accomplish every task assigned to me to the best of my ability while faithfully supporting my commander?

Do I betray the trust of my associates by giving information on personal problems which they have discussed with me?

Do I stand up for my country, the Army, my unit, and my associates when they are unjustly accused?

SUP	EX	VS	S	U

9

Be quick to defend your men from abuse.

Never criticise your seniors in the presence of your men.

Never give the slightest hint of disagreement with orders from your senior when relating instructions to your men.

Practice doing every task to the best of your ability and whole-heartedly support your commander's decisions.

Never discuss with others personal problems of your associates.

Stand up for your country, your Army, your unit and your associates when they are unjustly accused.

14. JUDGMENT. Weighing facts and possible solutions on which to base sound decisions.

Value: Judgment enables you to make sound and timely decisions after collecting and evaluating all facts.

Checklist:

Do I make a careful estimate of the situation by weighing advantages and disadvantages of several plans, prior to selecting a course of action?

Do I accept recommendations from my men?

Do I evaluate all essential information before making a decision?

SUP	EX	VS	S	U

Suggestions for development:

Practice making estimates of the situation.

Anticipate those situations of the military profession that require decisions so that you are prepared when the need arises.

Be careful to avoid a rash approach to arriving at decisions.

APPENDIX B

CONCEPT OF LEADERSHIP EXAMINATION

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LEADERSHIP EXAMINATION

MULTIPLE CHOICE

DIRECTIONS: Items)-25 are Multiple Choice type. Each item
requires only one answer. Indicate your selection of the BEST answer
by marking the appropraite space on the machine graded answer card.

DO NOT TURN THIS PAGE

UNTIL YOU ARE TOLD

TO DO SO.

EXAMINATION

Each item requires only one answer.

1. A soldier must make physical and emotional adjustments to military
   life. To aid the soldier in adjusting, a good leader

   A. capitalizes on his strong traits.

   B. assists in satisfaction of the soldier's basic human needs.

   C. insures compliance with action and orders.

   D. realizes the similarities between men.

2. A leader can best instill a feeling of respect and confidence on
   the part of his subordinates when his attitude toward them is

   A. disguised behind his outward actions.

   B. expressed to individuals of his unit.

   C. one of sincerity and reflecting concern for their welfare.

   D. one which defends both right and wrong actions.

3. Morale may be defined as

   A. a unit's pride or enthusiasm.

   B. a unit's tactical and technical ability to perform the job or
      mission.

   C. the individual's state of mind.

   D. a unit's strict adherence to orders.

4. What does the term "military discipline" mean?

   A. Primary means by which a commander instills loyalty in his men.

   B. Automatic obedience to orders so necessary to any organization
      when engaged in extremely hard fighting.

C. Prompt obedience to orders and the initiation of appropriate action in the absence of orders.

D. Creation of an attitude toward loyal action.

5. The complex nature of modern warfare requires that leadership ability be

A. developed to a high degree in all subordinate leaders.

B. authoritative, allowing little opportunity for initiative and resourcefulness.

C. of the "face-to-face" type where the leader imposes his physical presence on each subordinate.

D. given no more importance than at any other time in military history.

6. What does the term "esprit de corps" mean?

A. Creation of an attitude toward loyal action.

B. Individual's state of mind.

C. The first step in developing the leadership ability of subordinate leaders.

D. Loyalty to, pride in, and enthusiasm for a unit as shown by its members.

7. The principles of leadership are

A. means to evaluate your unit.

B. guides for actions and orders.

C. part of the problem solving process.

D. indicators to determine the combat effectiveness of your unit.

8. The best method for a leader to determine the degree to which he possesses the traits of a leader is to

   A. make an honest self evaluation.

   B. have a successful leader evaluate his traits.

   C. invite criticism, constructive or otherwise, of his traits by his contemporaries.

   D. observe the reaction of the men to his orders.

9. In the first step of the problem solving process, you will be aided by looking at the

   A. principles of leadership.

   B. indications of leadership.

   C. desirable traits of a leader.

   D. supports and stresses.

10. The best way to develop loyalty in your subordinates is to

    A. work closely with them being partial to those who exhibit loyalty to you.

    B. demonstrate the proper performance of duty being loyal to both seniors and subordinates.

    C. indicate that responsibility for orders rests with higher headquarters.

    D. demonstrate your loyalty to them in all instances.

11. You are a platoon leader; one of your squad leaders has demonstrated a complete lack of aggressiveness and determination. Further, he has failed to properly supervise his squad. Which one of the following principles of leadership will guide you in taking the necessary corrective action?

A. Develop a sense of responsibility among subordinates.

B. Know your men and lookout for their welfare.

C. Employ your command in accordance with its capabilities.

D. Set the example.

12. The best method of developing esprit-de-corps in a unit is by

A. promoting competition through a broad athletic and recreational program.

B. capitalizing on the use of ceremonies, symbols, and slogans.

C. placing emphasis on unit accomplishment of difficult tasks and giving recognition of these achievements.

D. assigning undesirable tasks equally to all subordinates.

13. A soldier's adjustment to Army life is accomplished most readily when the commander

A. takes positive action to assist in satisfying the individual's basic human needs.

B. places emphasis on the satisfaction of the soldier's physical needs.

C. assigns men to jobs according to their personal desires.

D. explains to the soldier the importance of his job and the reason for his assignment.

14. To utilize leadership traits most effectively in the exercise of command, the leader must

   A. first understand that these traits are not present to the same degree in all men.

   B. through self-analysis determine his weak traits.

   C. capitalize on his strong traits.

   D. adopt the best qualities of successful commanders.

15. As a platoon leader, you give one of your squad leaders the job of preparing your vehicles for a Saturday inspection. To properly supervise your squad leader, you should

   A. check when the job is completed to see if it is done properly.

   B. stay at the motor pool and give him constant guidance.

   C. set the example by showing him exactly how it should be done.

   D. check on the task sometime during the time it is being accomplished and then at its completion.

16. The best method to develop discipline in your unit is to

   A. make the men feel they are essential parts of the unit.

   B. establish a sound physical conditioning program.

   C. establish a fair reward and punishment system.

   D. set high standards of performance and insist they be met.

17. It is necessary for the commander to evaluate his unit continuously in light of the four indications of leadership because such an evaluation is

   A. a means of solving problems within his command.

   B. the first step in developing the leadership ability of his subordinates leaders.

C. a method by which a commander can determine his strong traits.

D. a means of determining the probable combat effectiveness of his command.

18. A leadership principle is a fundamental truth which serves as

A. a guide in making an honest self evaluation of a leader's personality.

B. an inflexible rule that will insure successful accomplishment of the mission.

C. a guage to determine unit readiness.

D. a rule to guide the conduct and actions of a leader.

19. The PRIMARY goal of all leaders is to

A. take positive action to satisfy the individual's basic human needs.

B. develop a unit that is technically and tactically proficient.

C. develop a combat effective unit.

D. win the respect and confidence of his men.

20. The concept of leadership is based on the fact that

A. all men respond favorably to fair and impartial treatment.

B. the personality of an individual is shaped through the forces of his environment and experiences.

C. the "born leader" has an advantage which is difficult for the "trained leader" to overcome through practice.

D. military leadership is an art and, as such, can be learned and developed.

21. The purpose of the problem solving process is to

   A. enable the leader to teach men to solve their own problems.

   B. assist the leader in maintaining discipline within his command.

   C. provide a sound and analytical approach to the solving of problems.

   D. enable leaders to solve problems by using the indications of leadership as guides.

22. A leader can best evaluate the proficiency of his unit by

   A. accepting the opinion of subordinate leaders and by personal observation.

   B. acknowledging that written reports are often biased and therefore he should rely on personal observation.

   C. personal observation, evaluation of training tests, and an analysis of administrative reports and records.

   D. requesting higher headquarters to conduct frequent training tests.

23. The leader's TWO basic responsibilities are to

   A. motivate his subordinates and look out for their welfare.

   B. accomplish the mission and communicate with his subordinates.

   C. accomplish the mission and look out for the welfare of his men.

   D. set the example and develop discipline within his unit.

24. Which class of basic human needs are the same for everyone?

   A. Security needs.

   B. Learned needs.

   C. Physical needs.

   D. Environmental needs.

25. Which indication of leadership measures the positive reaction capabilities of a unit in a combat situation?

   A. Loyalty.

   B. Decisiveness.

   C. Courage.

   D. Discipline.

APPENDIX C

REVIEWER'S COMMENTS

Name: Lowell D. Bittrich

Rank: Major

Branch: Infantry

Source of Commission: ROTC

Military Schooling: IOOC 1961, Inf CAR Course 1966, Command and General Staff College 1972-73

Civil Schooling: BSBA, Creighton University

Military Experience:

      Platoon Leader 1961

      Asst Comdt NCO Academy 1961-62

      CO, Co A, 2d Bn, 4th Bde, Fort Ord, California 1962-63

      XO, Co C, 1st Bn (Abn), 503d Inf 1963-64

      CO, Co B, 1st Bn (Abn), 503d Inf 1965-66 (Vietnam)

      CI Off, G2 IIId Corps 1966

      CO, Co A, 9th Spt Bn 1967

      G3 AIR, 23d Inf Div 1967-68 (Vietnam)

      Asst PMS, Wentworth Military Academy 1968-71

      Chief TDA Sec, Force Development Div, DCSOPS, USARV 1971-72

(Vietnam)

COMMENTS: The overall paper is excellent in that it gets to the root of the matter in such a manner as to insure that the concept is understood. It serves not only as an excellent teaching vehicle but also as an in depth review of the concept of leadership. Its structure and format goes far in reducing teaching time while reinforcing the learning process to a greater extent than that normally found in the conventional teaching situation.

Name: James M. Dorton

Rank: Captain, RA

Branch: Military Intelligence

Source of Commission: ROTC, DMG

Military Schooling: Armor Officers Basic Course, U.S. Army School

Europe - German Language, Combat Intelligence Officers Course, Military

Intelligence Advanced Course, Command and General Staff College

Civil Schooling: BA in Political Science, The Citadel 1964

Military Experience:

> Company XO
>
> Platoon Leader
>
> Sector Intelligence Advisor (Vietnam)
>
> Intelligence Analyst and Briefer (Vietnam)

COMMENTS: I found the programmed unit in question to be appropriate and pertinent especially if directed (as it is intended) at new, young Army leaders who are on their 'first tour" or are just assuming same.   It is also pertinent and of educational benefit to ROTC students in either their basic or advanced phases.   It administered immediately prior to or in conjunction with actual practical or field training, the unit could greatly enhance the learning process and provide a frame of thought and reference for the new leader during his (or her) developmental phase and thus possibly mold his future style, traits, effectiveness, and success or failure.

Name: James Joiner

Rank: Captain, RA

Branch: Infantry

Source of Commission: OCS

Military Schooling: OCS, Infantry Officer Advanced Course, Command and

General Staff College

Civil Schooling: BS, University of Tampa

Military Experience:

     Platoon Leader

     Company Commander

     BN S3

COMMENTS: The concept of leadership self-instruction programmed unit
should be tested as soon as possible by the U. S. Army Infantry School.
I feel that it will not only review the concept of leadership, but it
will teach the concept to those students without prior knowledge of the
concept of leadership.

Name: Walter E. Naumann

Rank: Major, RA

Branch: Infantry

Source of Commission: ROTC

Military Schooling: Infantry Officer Basic Course, Infantry Officers

Motor Officer Course, Infantry Officer Advanced Course, Defense Language

Institution, Command and General Staff College

Civil Schooling: BA in Political Science, The Citadel 1959

Military Experience:

       Instructor, U. S. Army Training Center, Fort Dix, NJ

       Company Commander (USA and Vietnam)

       Battalion Operations Officer

       Senior Advisor (Vietnam)

       Asst Professor of Military Science, Loyola College

       Operations Officer (Vietnam)

COMMENTS: Based on my schooling and leadership experience, I believe
that the concept of leadership self-instructional programmed unit is an
outstanding teaching vehicle that should be put into use immediately.
It will correct the duplication of instruction problem and I feel that
it could be used in all service schools.

Name: Michael M. Schneider

Rank: Major, RA

Branch: Military Intelligence

Source of Commission: ROTC

Military Schooling: Infantry Officer Basic Course, Army Security Agency Basic Course, Military Intelligence Advanced Course, Command and General Staff College

Civil Schooling: BA in Mathematics, Texas A&M University 1962, MS in Operations Research, Naval Postgraduate School 1971

Military Experience:

> Company Commander in U. S. Army and Vietnam
>
> Battalion Level and Joint Level Staff Officer
>
> Instructor, U. S. Army Security Agency Training Center and School

COMMENTS: Based on schooling, both military and civil, and on experience as an instructor, it is felt that the proposed programmed unit for refresher training in the concept of leadership would not only offer a savings in actual instructor time but would also serve as a more viable vehicle for entry officer review in this subject than does present classroom presentation.

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